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ABSTRACT

Originally presented at the November 1979 Association for Communication Administration (ACA) seminar, the articles in this journal issue discuss the assessment and accreditation of graduate programs in communication. The 14 articles examine the following topics: a proposed instrument for program quality assessment; the status of program evaluation and standards; program review in a new era; speech as a liberal study; the rhetoric of quality assessment; the dangers of imposing common minimum standards on all communication programs; the importance of disciplinary credibility and departmental power; a department head's experience in having his department evaluated; the evaluation of speech communication graduate programs; the procedures of one department evaluator; preparation measures necessary for a department scheduling an outside evaluation; methods a department can use to protect itself from discontinuance; the way decisions are made on who will be terminated; and how departments can survive a mandated cutback. Among other features, the journal includes reports on one of the seminar sessions and on the seminar as a whole, reviews of relevant books, and news briefs about items relating to communication administration. (GT)

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THE ACA PRESIDENTIAL SEMINAR

Patti P. Gillespie

We in South Carolina are currently embroiled in an unnerving power struggle over who in the state will evaluate faculty members at colleges and universities. The state attorney general has opined (apparently at the prompting of a feisty state personnel director) that faculty members are simply state employees; as such they are subject to performance appraisals by their immediate supervisor (the department head) rather than by a committee of peers (which might or might not include the department head). State forms are provided for these performance appraisals; they permit the supervisor to check one of five columns, ranging from unsatisfactory to outstanding, and on six items, ranging from attendance characteristics to efforts at self-improvement. A positive performance evaluation at the conclusion of a six-month probationary period confers upon the faculty member the status of a permanent employee; thereafter, the burden of proof rests with the university, which must demonstrate gross misconduct or program reduction (caused by legitimate financial cutbacks) should it wish to terminate that faculty member's employment.

Were the university to try and dismiss the faculty member who received a positive performance appraisal after six months, the employee could have recourse to the state grievance committee, a committee comprised of secretaries, school bus drivers, and one law professor from the university (who would, of course, have to declare himself ineligible to serve should a USC faculty member grieve). The committee is exceedingly powerful. Its proceedings are conducted like a legal hearing, with supoenas, lawyers, and so on.

In this Dixie Wonderland, then a faculty member is, or is not, granted the equivalent of tenure after six months, the final decision resting with the department head. Thereafter, all disputes concerning salary, teaching load, and so on, can be settled by a committee of non-faculty. Obviously, all state colleges and universities are now using both judicial and legislative avenues in a frantic attempt to gain exemption from what, in kindest terms, would be characterized as idiocy.

Along with the Alice and white rabbit quality of the scenario, some images are clearly visible in the looking glass: the academic model that stresses a community of scholars working rationally and democratically for the good of the whole has been at least temporarily replaced by a governance model that parallels that of labor and management in a corporation. But perhaps even more important, higher education's tradition of peer review is under attack and apparently vulnerable.

Although South Carolina is often an extreme example when the interface of politics and education is the focus, I believe the *climate* that produced this debacle may be seen nationwide. Society at large is dissatisfied with the job being done by American public education; and this dissatisfaction has extended from K-12 to the colleges and universities. To many members of the general public, training and education seem to be in conflict. Faculty and students are frustrated over depressed job markets. Enrollments are down and will continue to fall as population in the college-age bracket declines. Inflation is up, but budgets are not.

In such a climate, I believe questions of quality control, program assessment, and accreditation are likely to loom increasingly large. Ideally, of course, all programs engage in self assessment regularly. The move now, however, is to add to this rather informal and continuing self-appraisal, a more formal review, undertaken periodically in order to punctuate the achievements and deficiencies of a program at the end of fixed, specified times.

One clear question rings out: If program reviews are on the upsurge, who is going to be charged with their implementation and for what purpose? Strong departments will want to prove their strength and advertise their rankings as a means of keeping student enrollments strong. Weak departments will want to improve, or at least to give the appearance of improvement, in order to survive. Administrations will want to have program reviews as a guide to budget decisions: which programs are worth strengthening, which are worth maintaining, and which will be sacrificed so that other units in the university can be saved and strengthened?

Because ACA strives always to prepare its members for the problems they are likely to face, its annual seminar in San Antonio in November, 1979, was devoted to a careful consideration of program evaluation. The one-day workshop raised for discussion a number of questions: What should be the relationship, if any, between assessment and accreditation? What unit(s) should undertake the assessments or accreditations? Should the program evaluations concentrate on items prior to or after the educational encounter? Should there be unified minimum standards, ideal expectations, or simply a checklist of items to be considered during any study. Should personal opinions, institutional preferences, or professional associations determine what goals and levels of performance are acceptable? Are there strategies for timing the onset of a review to increase the likelihood of a positive report? What are typical review procedures? Are atypical, but more productive, procedures available? Should ACA become formally involved in assessments or accreditation?

In the papers that follow, these and other questions are considered by persons experienced in matters of accreditation and evaluation. Predictably, the participants holds different views on many issues, and they give rather diverse answers to the questions posed. But they are united in their awareness of the timeliness and urgency of the questions themselves.

ACA is pleased to present these papers for the readers of the *Bulletin*. If, after you read them, you believe you need further information, I remind you that ACA now has a consulting service available to its members and has recently compiled a bibliography on departmental strategies that can be obtained through the National Office. A telephone call to Bob Hall at the National Office can provide details on either or both of these services.

A PROPOSED INSTRUMENT FOR PROGRAM QUALITY ASSESSMENT

Bernard J. Downey

One of the most significant areas of concern in post baccalaureate higher education today has to do with the quality of the programs which an institution offers. As we all know, there was a tremendous increase in graduate program offerings in the 1960's and early 1970's. During this time, large numbers of institutions expanded graduate programs, and many others inaugurated such programs for the first time. Graduate student enrollment increased tremendously. Federal and state support for graduate education reached levels that a few years before could not have been conceived. In addition, quite a number of new degrees, particularly at the master's level, were offered for the first time anywhere.

During this growth period, the major thrust was to develop the program and to make it available to the students. Not all such programs were uniformly of top quality. Gradually the academic community began to raise questions concerning program quality. As this concern developed, it was recognized that there were very few hard rules to follow which could provide some likelihood of assessing program quality.

In discussing quality assessment, it is necessary to distinguish between the entire program review process and the instruments used to provide reviewers with the information necessary to perform their function effectively. Furthermore, it should be recognized that there can be both internal and external reviews. I will be speaking of proposed instruments which can be used by both internal and external reviewers in the quality assessment process.

During the previous decade there were a number of national surveys which attempted to evaluate and give relative ratings to many of the nation's doctoral programs. Two such surveys were the Cartter Report (1966)[1] and the Roose-Anderson Report (1970)[2]. These surveys depended for their ratings on peer evaluation of two items: (1) the quality of the graduate faculty, and (2) the effectiveness of the doctoral program.

An example of such ratings are well known. But we might look at the rankings of doctoral programs in Molecular Biology. Scholars and artists were surveyed and asked to rate doctoral programs in their discipline on a scale of 0.00 to 5.00 where 0.00 is totally inadequate and 5.00 is very distinguished. The results of such evaluations were averaged and each doctoral program given a rating on this scale. This produced a relative ranking of the program in the institution surveyed as compared to all other institutions in this particular study. While these evaluations did serve some general use, there were some obvious limitations. First, each program was rated on only two dimensions, each from a single facet - peer perception. Secondly, large areas of post baccalaureate education - all master's programs, most professional programs and even a large number of doctoral programs - were omitted from such studies. Third, it is not certain that the peer evaluators had at hand current quantitative data on such matters as faculty publications and/or creative works, library, laboratory, and studio facilities, quality of instruction, student guidance, or placement of graduates. And obviously such peer evaluation serves very little use with regard to specific elements of program improvement. These ratings were not really objective evaluations in any sense even though the results may have been fairly accurate in rating doctoral programs in the prestigious American graduate schools.

In more recent years, partly as a result of the lack of confidence expressed by many graduate administrators and faculty in the objectivity of the single-faceted peer evaluation of doctoral programs, the graduate education community became more and more concerned with the need for an objective and far-reaching approach. In 1973 the Council of Graduate Schools through the Graduate Record Examinations Board undertook studies directed toward improvement of the ways in which the quality of graduate programs might be assessed. This joint effort resulted in a major study conducted by researchers at the Educational Testing Service under contract from the Council. The National Science Foundation provided the funds for the study which was designed to examine the feasibility of gathering reliable and useful information about a broad variety of doctoral program characteristics. The plan was to develop a multi-faceted approach to the assessment of doctoral programs quality. In this approach an attempt was made to identify criteria which might be used to assess quality in each of the following categories: (1) faculty; (2) students; (3) resources; (4) learning environment; (5) curriculum; and (6) placement of graduates. Surveys were carried out by Mary Jo Clark and her associates at ETS which first resulted in the development of the criteria to be used and later in the application of these criteria in the quality assessment process. Panels of distinguished scholars assisted in the development of criteria. Information for the application phase was then obtained from the doctoral programs in chemistry, history, and psychology at twenty-five universities selected to represent the full range of American doctoral granting institutions. Data were collected via questionnaires completed by (1) advanced doctoral students; (2) faculty members involved in doctoral programs; (3) alumni and alumnae, three to five years after graduation; and (4) the appropriate department chairpersons. As a result of this study, (1) it was found possible to obtain dependable and useful information about many program characteristics considered to be indications of educational quality; (2) approximately thirty indicators of quality-related program characteristics appeared to be applicable in this connection; and (3) most indicators were equally applicable across the three disciplines studied. From all this a departmental profile can be constructed within an institution can then use as a basis for making decisions concerning program quality.

The full report[3] of this study has been published under the title "Assessing Dimensions of Quality in Doctoral Programs: A Technical Report of a National Study in Three Fields" by Mary Jo Clark, et al, Princeton, New Jersey, ETS, 1976. A summary[4] of this report has been published by the Council of Graduate Schools.

Before considering a similar approach for master's programs, it might be well to address the question of subjectivity. Some proponents of the single-faceted approach of Cartter and Roose-Anderson state that even the multi-faceted approach is subjective. In one sense this is correct. The Clark group first developed a set of criteria and then submitted these to a group of graduate deans and heads of departments[5,6] with a request for an evaluation of the relative importance of the criteria. Thus, the selection of the criteria was ultimately subjective. Indeed, there must be subjective input as to what constitutes the significant criteria. However, consensus from the most knowledgeable individuals is perhaps the best means available for insuring the identification of valid criteria. Once the criteria are established, many of these can be measured objectively. In addition, it should be pointed out that an analysis of the perceptions of individuals whether faculty, students, or alumni regarding the various elements of the program also can lead to reliable results which would be useful in the assessment process.

What about Master's degree programs? Following the presentation of a number of papers[7] on this subject at the national meeting of the Council of Graduate Schools in New Orleans in December, 1977, there developed a strong consensus among the membership for the need to address specifically the assessment of quality in master's degree programs. As a result, the Board of Directors of the Council of Graduate Schools established a Task Force to this purpose. This Task Force deliberated on the criteria which might be used in this assessment making use of the Clark Study as well as other sources which had addressed quality assessment of graduate education. Perhaps it is not surprising, that the same six elements previously mentioned - faculty, students, resources, learning environment, curriculum and placement of alumni - again appeared as the basic elements relative to which the criteria should be developed. Using this foundation, a number of criteria were identified - some the same and some different from the doctoral criteria. These proposed criteria were then sent to the CGS membership with a request for an evaluation of their relative importance. A preliminary report[8] of the results of this survey was presented at the national CGS meeting in San Diego in December, 1978. On the basis of the membership evaluation, the Task Force has proceeded to develop a set of questionnaires which would be used in the evaluation process. There are four questionnaires: One each for faculty, students, alumni, and a fourth which constitutes the departmental profile.

You will note that there is only one set of these questionnaires presumably to be applied to all possible master's programs. Some may raise the question as to the rationale for using a single instrument in the assessment of master's degree programs; whether these be in arts and sciences, education, business, communication, engineering, fine arts, nursing, or whatever; and no matter whether a given program is in a single discipline or is interdisciplinary in nature. This is a serious question and at present I do not believe we have a definitive answer. However, some have said that a single instrument could not possibly be valid for all programs. But is this necessarily so? Consider first the faculty. Is there not a need for qualified, productive and professionally active faculty no matter what the program? Students. Do we not want qualified students; those whose academic backgrounds insure the possibility of success no matter what the program? Resources. Do we not need appropriate resources - although they may differ - no matter what the program? Alumni. Is not the measure of quality the success of the alumni no matter what the program? Curriculum. Should not each graduate program include some component designed to develop creative and independent performance on the part of the student? Indeed, there is a commonality about these programs despite the obvious differences. The approach of the Task Force has been to attempt to develop an instrument which will identify elements of quality regardless of the structure or purpose of a given degree. Of course, care must be taken to build into the assessment instrument sufficient indicators to account for program differences.

The Task Force also developed a list of the criteria which have been identified and which have been used as the basis for the development of the questionnaires. The criteria are presented as characteristics and indicators. A characteristic is considered a fundamental item which if measured correctly will indicate quality. Under faculty, for example, you will note quality of instruction, quality of advisement, scholarly and/or artistic contributions, professional activities, commitment and training and experience. Each of these has been identified as an important characteristic. However, this is only a part of the battle. It is still necessary to develop a sufficient number of indicators such that the characteristics can be successfully measured. The indicators which have been developed are listed below each characteristic. The relationship between characteristics and indicators is obvious. What you may not notice immediately are the differences in types of indicators as you go from one characteristic to another. The same is true of the other five areas. Under students, for example, the characteristics identified are academic credentials, academic performance, commitment and motivation, and perseverance/attrition. And, again each of these is associated with indicators which are designed to measure the quality of the specific characteristic.

It might be useful to consider for a moment a few of the criteria. Under faculty, such a simple matter as the possession of the terminal degree would be an example. In the doctoral study, this item was eliminated in the revised version since nearly all faculty in doctoral institutions had the terminal degree. This is certainly not universally true as far as master's programs are concerned. Hence, it might be a valid criterion. Another item, the institution which granted the doctoral degree, was considered important in the doctoral study. It is not considered so for master's programs since the connection with a high-powered research-oriented institution is not as significant for many master's programs.

Again, the creativity of the faculty was considered as a high priority item for master's programs just as it was for doctoral programs. This was particularly true for academic master's programs. However, it was agreed that a longer time period would be needed to identify scholarly and artistic creativity than should be needed in doctoral research-oriented institutions.

A third item I might mention regarding faculty has to do with the professional activity of the faculty. This also was considered important particularly for the professional and technical master's programs. This item will probably be more difficult to quantify although important conclusions might be reached through the combined perceptions of the various respondee groups.

In the area of library facilities, such items as total book holdings and number of periodicals can easily be quantified. Here the relative numbers might perhaps be significant. Obviously, certain criteria in this area will depend upon the perception of the faculty, for example, the adequacy of library holdings. This brings out the fact that not all desirable criteria to be incorporated in national norms will be quantifiable. All identified criteria should, however, remain in the assessment instrument since perceptions can also provide clues as to program quality.

Some criteria associated with student admission can be quantified and some cannot. In addition to the average grade point average of the admitted students (both overall and by major), the percent of students admitted who do or do not meet the minimum standards set up by the department should be included.

In the area of learning environment, much of the data will be subjective, i.e., the perception of students, faculty, alumni, as to the quality of the environment.

In the category of placement of graduates, again much data will be subjective, i.e., the perception of the graduate as to the fit between his education and his employment. Again, this might be very useful in assessing the effectiveness of the program.

The Task Force has attempted to reflect all criteria in the questionnaires. Hopefully, they will elicit responses by means of which the indicators can be evaluated and eventually a quality assessment can be made of each of the characteristics.

Recently sets of draft questionnaires and the criteria upon which they were based were sent to a selected group of forty graduate institutions for their evaluation and comment. The responses from these institutions have now been collected and a final draft of the questionnaires should be available shortly. Plans now call for a pilot study to be carried out hopefully during the Spring of 1980 with perhaps six disciplines being evaluated in twenty to twenty-five institutions. Three disciplines would be in the typical arts and science areas such as English, biology and political science. The other three areas would be selected from professional fields such as business, education, communication, engineering, fine arts, etc. If the pilot is successful and there is agreement as to the validity of the questionnaire, these latter should be ready for general usage in the academic year 1980-81.

How will these questionnaires become available? At the present time Educational Testing Service is developing the doctoral instruments for general usage. The questionnaires will be available from Educational Testing Service at a modest cost. If all goes well, the Master's instruments will be available some time during the 1980-81 academic year.

Finally, there remains to be discussed what will be done with the results of the quality assessment of a given graduate program. Certainly there are at least two possible uses for such assessment. One has to do with the review process which an institution might initiate with respect to a given program. This process might very well include both internal and external reviewers. Over the years a number of institutions have developed their own review processes. At least three different patterns have emerged. One uses only internal reviewers; a second has two reviews, the first by an external team followed shortly thereafter by an internal team; a third approach uses a single review team containing both internal and external personnel. Whatever review process is used, the instruments being developed by the Council of Graduate Schools and Educational Testing Service could provide the review teams with a combination of objective information and peer rerception which should provide substantial assistance in their assessment role. These instruments, then, would serve a department or college in its decision-making process relative to the improvement of program quality.

The other perhaps more controversial use might result from the establishment of a set of national norms relative to the criteria. To achieve this goal, it would be necessary for the data to be collected in some national office which would then calculate norms for each particular characteristic. The norms would then be made available to any institution or department requesting them in order that individual programs might be compared with such norms. Obviously, for such a system to be acceptable, it would be very important to preserve the confidentiality of individual programs and institutions. To be even more useful, perhaps these ratings might even be broken down: (1) by region; (2) by institution size; (3) by type of institution, etc. This would provide the institution additional information for making decisions concerning individual programs.

In closing, I should perhaps stress once more that the joint efforts of the Council of Graduate Schools and Educational Testing Service resulted from a genuine concern on the part of the graduate education community for maintaining and improving graduate program quality. And the instruments being developed are only a part - although we believe potentially a very significant part - of the overall review process. Hopefully the cooperative efforts of individuals, departments, colleges and institutions as a whole in developing means of assessing quality will insure this quality in the years ahead.

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PROGRAM EVALUATION AND STANDARDS: AN OVERVIEW

Larry D. Clark

"Quality assessment," "internal review," program evaluation:" the process comes in many packages and under many titles, but ultimately they each place the burden upon communication administrators to show by some orderly process to some "higher" administrative body that their instructional unit is earning its right to be a part of the academic community. The agency initiating this demand may vary from an academic dean to a state coordinating board, and the latter often poses the greatest threat as well as the most unyielding source of frustration. Reportedly, one exasperated administrator recently confided: "I resent it like hell when I have to take a program developed on my campus by internationally recognized scholars and defend it before a bunch of twenty-seven year olds with brand new Ed.D's." Nevertheless, the consensus is that we had better make the most out of the review process that we possibly can; use it, in other words, to shore up our weaknesses and spread the good word about our strengths.

Although each campus or state goes about the review process differently, all efforts touch common bases somewhere along the way. It is within these commonalities that communication administrators need strategies to deal effectively and clearly with program review when the opportunity is thrust upon them. For example, most review procedures call for historical and statistical data about student credit hour production, staffing and retirement patterns, annual expenditure for equipment and operating expenses, space needs including special requirements endemic to the discipline, numbers of graduates and the nature of their first employment, records of faculty publications and creative activity, grants applied for and received, and library holdings. Of course, the quality of these quantifiable indices will be assessed; the point is, however, that communication administrators must be comfortable with these statistics and must know how to retrieve and interpret them. Chances are that somebody on every campus at this very moment is making decisions vitally affecting the future of the communications program based on the collection and interpretation of data such as that outlined above. Know that person and compare that data with your own. Be prepared to show how the particular demands of your discipline or the mission of your department alters traditional interpretations of those figures. Dealing in this arena should now have become second nature to contemporary administrators, so most will be fully prepared to handle this portion of their program review.

Another section commonly included in review processes pertains to what might be called philosophical concerns. These aspects center around goals and objectives, strengths and weaknesses, trends and developments, priorities and purposes. Administrators must be ready to articulate how their programs fit into the overall goals of the institution and how they relate to the often conflicting goals of other programs on campus, in the state, or indeed in the nation. Key evidence often centers around efforts at curriculum planning and review, faculty development, and involvement in interdisciplinary campus programs. Recently, administrators also often have been asked to discuss their programs in terms of potential market targets, and ideal student mix considering such items as age, race, sex, and academic level.

Throughout this process, administrators will usually be asked to relate all this information, both philosophical and statistical, to some sort of yardstick that will provide insight into the quality of the program. To this end, in fact, outside consultants will often be contracted to provide an unbiased view. In developing this model, higher education has used professional accrediting agencies as a pattern, even though, paradoxically, many institutions are becoming increasingly recalcitrant vis a vis these agencies' demands, which they view as little more than organized blackmail. The agencies have brought much of this lack of trust on themselves by demanding changes, usually administrative, that cannot clearly be linked to the quality of the program under consideration. Be that as it may, this model has prompted some voices in our discipline to clamor for an accrediting agency, and the American Theatre Association has, of course, endorsed and published a set of "Minimum Standards for the Accreditation of Theatre Degree Programs in Colleges and Universities." The subsequent reactions to that document may guide the ACA as it deliberates whether or not to prepare a similar statement.

The purpose of the ATA Standards Document, first called for by the Chief Administrators Program of the University and College Theatre Association whose Executive

Committee commissioned its development and ratified it in 1977, was disarmingly simple. UCTA wanted to shape a set of guidelines that would help determine whether a particular department had available the minimum faculty, equipment, and curriculum to mounnt a program leading to one of the degrees commonly granted in the theatre area. They realized that the components would vary from degree to degree; that the components should truly be minimum; and that the minimum components would not assure quality although they should relate to quality in some demonstrable fashion. For example, statements about minimum faculty would be based upon the assumption that there is a greater opportunity for a student to fail to become acquainted with the key ideas and facts of the discipline in programs taught by a thin faculty.

Upon publication of the document, ATA and UCTA invited their constituencies to react to these position statements. Although some reactions have been vigorously critical, and indeed justifiably so in certain instances, it is safe to say that the document has stimulated interest but little controversy. Criticisms have generally fallen into three categories. First, (this position is convincingly developed by Sam Becker's paper elsewhere in this issue) many say we need no standards; that we should judge the quality of programs by how well they accomplish what they set out to do and let the market place (employer or graduate school) be the final judge of that accomplishment. These colleagues point out that, unlike law or medicine, there is no corpus of knowledge and practice in our discipline that everybody needs to know. Further, our professional schools are not necessarily seen as the primary provider of new talent for the profession, or at least there is no direct connection between professional acting and actor training schools similar to that between the practice of medicine and medical education.

A second group of critics have concentrated their arguments against the minimum requirements for faculty. Part of these critics, mainly from small liberal arts colleges, say we have failed to recognize their ingenuity to utilize faculty from other disciplines to supplement their theatre offerings. Others, mainly from schools offering the BFA and MFA degrees, say we have failed to take into account the time-honored tutorial tradition in the arts in which a student basically studies with a single master teacher.

Finally, another group of critics represent special interests within the field of theatre who want the document to be broader in order to address their particular concerns. In fact, subsidiary standards documents are now being devised by various persons or groups in the area of design and theatre technology, by voice teachers, by movement teachers, and by the Childrens Theatre Association.

Despite the criticisms, the fact remains that a disappointing lack of debate has developed from the publication of these minimum standards, and this paucity of discourse needs to be carefully examined by the professional association. As a starting point, the following questions might be considered:

1) Do either the discipline or the administrative echelon of higher education take the document seriously?

2) Do either the discipline or the administrative echelon of higher education take ATA or UCTA seriously?

3) Is the document too weak to cause most programs to examine their makeup?

4) Were programs already alert to standards? Was our earlier perception of the need for a formalized set of "measuring sticks" wrong?

5) Does our schizoid nature--the pull between professional training and liberal arts programs, with teacher training programs caught somewhere in the middle--sufficiently muddled the picture so that the discipline as a whole cannot come to grips with itself in a single document?

Whatever the outcome of this dialogue, if it ever develops, communication administrators will continue to be called upon to produce some evidence of the quality of their programs whenever their turn comes for internal review. At the very least, they should be prepared to compare their program to the best programs they can identify that appear to have objectives and students similar to their own. They also should be closely in touch with the latest developments in the discipline, and our professional associations must continue to make possible the exchange of ideas about these developments through conferences and publications. They must be able to show that they regularly demand quality performances from both faculty and students as demonstrated by who they teach and what their students do after they graduate on the one hand, and the calibre of faculty they tenure on the other.

Finally, for those administrators undergoing or about to undergo program review, here are a few tips and admonitions:

1) Do not expect to be able to tell the administration you are going to need more budget and staff to do the same job you are now doing. Chances are you will have even less in the future.

2) Do not expect the review process to mend all your broken fences with your administration. They probably got that way through a complex process of missed opportunities for communication and faulty understanding, and they cannot be mended overnight.

3) Do not be afraid of the review process. Welcome it as an opportunity to get your department to focus on where it wants to go and to tell your story to people who can do you some good.

4) Use the review process as an excuse for vigorous efforts at faculty development and redevelopment. Look for new audiences, new demands for your services and new methods of delivering those services. Communication is, after all, a phenomenon of the masses, not just the prominent and the articulate.

5) If you offer graduate degrees, do not hide behind the teaching and service demands of our discipline to excuse our failure to establish ourselves as important, respected researchers.

6) Find ways through the review process to relate your communications programs to

the major problems facing your institution and higher education today.

If it is true that we are entering a period of financial resources squeezed by inflation and a dwindling population in the traditional age group, program reviews take on absolutely vital proportions. Only those administrators who can demonstrate success measured by some standard will prevail. Let us encourage our professional associations to continue to provide a forum where we can share experiences that grow out of this trying time. Together we may not all be able to succeed, but we certainly stand a better chance than by going it alone. Annual reporting by ACA of strategies for program review would be a propitious start.

PROGRAM REVIEW IN A NEW ERA

Stanley F. Paulson

The universities and colleges doing program reviews are somewhat like people who go on diets to reduce. They feel quite virtuous because it is a "good thing to do." They generally swear by the particular kind they are doing, and it is often difficult for an outsider to see, over the long run, what they have accomplished. Nevertheless, like the problem of keeping your weight down, program reviews will not go away.

On the contrary, a new urgency has come into program review as institutions look forward to large increases in expenditures, reduced enrollments, and reduced financial support in constant dollars. A study of 163 institutions in fourteen states by Sprenger and Schultz in 1974 found that there had been reductions in faculty and staff in seventy-four percent of the private four-year institutions, sixty-six percent of the public four-year institutions, and forty-one percent of the two-year institutions over a three year period.[1] The reduction in faculty positions increased from 178 in 1971-72 to 259 in 72-73 and 517 in 1973-74. The reasons cited by institutions were decreased enrollments, decreased income, and increased expenses. Higher education is well ahead of the rest of the country in facing the recession.

This context is important, I believe, because it profoundly affects the way in which you look at program review. Evaluation designed to assist a department or a program in imporving itself, shaping its development, and academically strengthening it is one thing; program review to decide which programs must be reduced or eliminated in order to strengthen others under constricted institutional budgets is quite a different operation. Departments and the institutional leadership need to be clear about the purpose of review.

While virtually every program review is justified in terms as lofty as mission statements of institutions in their catalogues, the real reasons may vary widely. They may be done to satisfy state coordinating councils of higher education or legislators (i.e. do it ourselves before they do it to us). They may be done to satisfy the president or the board of regents or trustees. And it may be done for the purpose of improving the academic programs of the institution. Increasingly, however, there is another reason; to decide on which programs shall be retained, which programs expanded, which programs reduced or eliminated. Each institution must decide exactly what it hopes to achieve because the objective will affect the type of data gathered, the rhetorical stance of the department leadership, the faculty, the reviewers, and the dean; and, most importantly, the objective will predetermine the types of decision that can follow.

What Do Program Reviewers Want to Know?

The quality of the program is almost invariably what matters most. The best study I have seen as to program characteristics which indicate quality was sponsored by the Council of Graduate Schools and the National Science Foundation and done by Clark, Hartnett, and Baird.[2] It dealt with doctoral graduate programs comparing those in three disciplines: chemistry, history, and psychology, in twenty-five different universities. The Council of Graduate Schools is now at work on a study of masters' programs.

In the meantime, however, the characteristics examined by Clark, *et al*, can be very useful at other program levels. These thirty characteristics were selected from some 290 possible measures of quality by fifty-seven graduate deans, first, on the basis of the collective deans' judgment of *importance*, and second, on the *availability of information*. Note that they have used four common sources of information, including three questionnaires developed for faculty, students, and alumni. Their report includes copies of the questionnaire if you should be interested.

While most of the elements listed are self-explanatory, the implications of some of them are interesting. With respect to academic training, the number of faculty with Ph.D.'s was noted, but particularly those with Ph.D.'s from the leading university programs in that field. "Research activity" is separated from "research productivity." Research activity referes to presentations of research to professional organizations, leadership positions in the organizations, editorship of journals, referees of manuscripts, and sponsored research applications. One purpose of the study was to see which characteristics seemed to correlate most highly with the overall rating of quality given by peers nationally for that program. Of all of the characteristics, *research activity* had the *highest correlation* with the ratings of overall quality. Even research productivity, the number of publications and sponsored research projects completed, was not as good an indicator of quality as research activity. Research productivity was most meaningful for the number

Program Characteristics Judged Important to Quality and Some Acceptable Sources of Information About Them*

Characteristics	Sources of Information Records	Faculty Ques.	Student Ques.	Alumni Ques.
FACULTY				
1. Academic training	X			
2. Research activity	X	X		
3. Research productivity		X		
4. Teaching effectiveness			X	X
5. Concern for student development and welfare			X	X
6. Involvement in program affairs		X		
7. Group morale or esprit		X		
STUDENTS				
8. Academic ability at entrance	X		X	
9. Achievements/knowledge/skills at time of degree completion	X			
10. Professional accomplishments of graduates				X
11. Judgments about program quality			X	X
12. Satisfactions with various aspects of program			X	X
13. Group morale or esprit			X	
RESOURCES				
14. Financial support--internal and external (including education and general, financial aid for students, research)	X			
15. Library		X		
16. Laboratory equipment and facilities		X		
17. Computer facilities		X		
OPERATIONS				
18. Purposes of the program	X	X		
19. Course and Program offerings		X	X	X
20. Admissions policies	X			
21. Faculty welfare	X	X		
22. Evaluation of student progress			X	X
23. Program leadership and decisionmaking		X		
24. Job placement of graduates	X			
25. Advisement of students			X	X
26. Student-faculty interaction			X	X
27. Internships, assistantships and other opportunities for relevant student experiences	X		X	X
28. Degree requirements	X		X	X
29. Relationships with cognate programs		X	X	X
30. Efficiency of degree production	X			

* for graduate programs as judged by 57 graduate deans

* taken from Mary Jo Clark, Rodney T. Hartnett, and Leonard L. Baird, *Assessing Dimensions of Quality in Doctoral Education: A Technical Report of a National Study in Three Fields* (Sponsored by Council of Graduate Schools and N.S.F.) E.T.S., 1976.

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of publications per faculty member over the last three years.

Teaching effectiveness and concern for student development and welfare were based upon information from students and former students within the program. The role of faculty members in program affairs in decision making was gathered from a direct questionnaire. In the area of student characteristics, there are several such as number eight, nine, and ten which are most easily ascertained for graduate students. They apply to undergraduates as well, however, for the grades of students within a particular major compared with their grades in courses within the college can give an indication of standards used within the program. Also, the professional accomplishments (or post-graduate positions) are increasingly of importance to institutions, even for undergraduates. The man-power specialists who keep asking us how many speech communication graduates, for example, can be employed in this field, can be somewhat disarmed if a department has evidence on what their graduates actually have done in the great variety of positions they typically enter. A wise department will, if it is not doing so already, gather these data.

The adequacy of the library, laboratories, computer facilities are all useful quality indicators of the program. Their way of gathering that information was to get the reactions of the faculty rather than actual data on the facilities. They decided it was more valuable to know what the faculty *thinks* of its facilities than to assess the facilities themselves. Faculty *use* of support facilities will determine how successful a program can be.

As for program operations, we discovered in our review at Pennsylvania State University that programs sometimes had a terrible time trying to state clearly their *purposes*. They could, of course, indicate that they were offering instruction and doing research in psychology or political science or English, but when it came to purposes which could be tied to student outcomes within the program, the language became fuzzy indeed.

Characteristics twenty-two, twenty-four, twenty-five, twenty-six deal with services to students. Looking at each of these characteristics and their relation to overall quality of the program, the researchers discovered that there was *no strong correlation* between these aspects of the program's treatment of students and the reputed quality of the program. In other words, a program whose quality rates high with people nationally in the discipline is based on research, not on how they treat students! Leaving aside the commentary this is upon what is valued most highly, the finding is not to be taken as advice for emphasis. On the contrary, the environment for learning for students will be increasingly important in programs in the 1980's.

Characteristic twenty-seven, the internship, assistantship, and other opportunities for students, is normally included in program review; I think it is a special kind of indicator. In the seventeen departments which make up our College of Liberal Arts, for example, the best index of the progressiveness and the vitality of a program, is what it has done to develop internships, assistantships, field work, independent study, and so forth. It tells you something when some departments have more than a hundred students gaining such experience each year, while other departments have none.

While characteristic twenty-nine, relationship with cognate programs, is always worth considering, it is particularly important for speech communication. This field is nourished by related studies in linguistics, psychology, philosophy, sociology, and English and good working relationships with those programs or faculty are highly regarded by evaluators.

Ways Departments Can Help the Reviewers

Having been involved in some thirty-three program reviews at Pennsylvania State University and as a visiting evaluator at fourteen other universities, I can suggest some ways departments can improve their reviews. Some of them are obvious, but each has been lacking in some reviews I have seen.

1. Have as much detail available about the program as possible--total teaching credit hours, majors, curricula, faculty vita and research. The view that you should not let reviewers look at any more than they request is self-defeating; poor reviews often result.

2. Where information is available to you, provide comparisons, e.g. in costs and student faculty ratios, with similar departments in your college.

3. Provide information on your program graduates--their placement and accomplishments.

4. Compile summaries of curricular developments, special projects, internships, training programs, public workshops, and continuing education.

5. Include work with other departments such as joint programs, collaborative research, graduate committee membership, joint seminars or conferences or workshops, i.e. provide reviewers with information they should have asked for, whether they do or not.

6. Plan ahead to have department faculty most cognizant of planning and goals as well as knowledgeable faculty in related departments scheduled to meet with reviewing team.

7. Arrange in advance for a good sample of students to meet with reviewers; they do well under such circumstances and reviewers value their reactions.

8. Do not be hesitant to indicate program problems along with accomplishments. It greatly enhances the credibility of program reports since reviewers know no vital program is able to do all it aspires to do.

The Impact of Program Review on Institutional Decisions

If program reviews are being used under budgetary stringency to decide on their retention, expansion, or elimination, departments need to know and act accordingly. It may be that the State University of New York System has more experience with this evaluation than anyone else in the country. Robert Shirley, Vice-President for Programs, and Frederick Volkwein, Assistant to the President, have indicated what that University has done to establish academic program priorities.[3] The chart of criteria they developed with rating categories, subsequent evaluation of individual programs, and ultimately, the institutional decision to be made, is indicated.

Their criteria of quality are generally similar to those presented earlier from the Council of Graduate Schools. Quality of faculty, of students, library holdings, facilities, and equipment, each have rating categories indicating how they are assessed. Note that although the program categories on the right refer to programs that are continued and expanded, reduced or phased out, evaluative criteria on the left do not come to the point of recommendation for expansion, reduction or elimination. This decision is ordinarily made at another level.

In addition, there are some new criteria that are applied, when you have to make a decision about budgetary support. Under *Need*, for example, is "Centrality to Mission." How important is a given program to the mission of the college in which it is offered?

Criteria For Evaluation of Existing And Proposed Programs

Evaluative Criteria	Rating Categories		Program Category
Quality			
Quality of Faculty	Exceptional, Strong, Adequate, Weak		A. The programs to be continued at the current level of activity regarding resource allocation, enrollments and number of faculty.
Quality of Student	High, Medium, Low		
Quality of Library Holdings	Excellent, Adequate, Insufficient		
Quality of Facilities & Equipment	Excellent, Adequate, Insufficient		B. Existing programs to be continued but at a reduced level of activity and resources.
Need			
Centrality to Mission	Yes, No		
Present Student Demand	High, Moderate, Low	→ Evaluation of Individual Programs →	
Projected Student Demand	Growing, Stable, Declining		C. Programs now in existence to be singled out for further development as areas of excellence.
Demand for Graduates	High, Medium, Low		
Locational Advantage	Yes, No		
Comparative Advantage	Yes, No		D. Programs now in existence that are to be phased out.
Cost			
Cost/Revenue Relationship	Good, Adequate, Poor		
Other Costs and Benefits	(Listing)		E. New Programs to be developed.

Source: Adapted from Robert C. Shirley and J. Fredericks Volkwein, "Establish Academic Program Priorities," *Journal of Higher Education* 49:5 (September/October 1978): 478.

Do other programs rely upon it? It it a foundation for graduate or professional specialization? If a college has defined its mission in specific terms, must this program be continued? In the Liberal Arts College at Pennsylvania State University, we have seen ourselves as having a dual mission which is intrinsically related to the basic liberal arts disciplines for both teaching and research, and an extrinsic mission which is the role we serve for the rest of the University with its ten colleges and research functions. Department programs are expected to demonstrate how they contribute to this dual mission.

The *Need* criteria of present student demands, projected demand, and graduate opportunity are increasingly important for future support. They cannot *determine* the allocation of resources, or a liberal arts college will be bent like a pretzel to follow shifting student tastes; but no institution can be indifferent to trends in student demand and opportunity.

Wise decisions can only be made in a college or university if program reviews are carefully planned, if faculty along with administrators in the institution are involved in the review itself, and later involved in the setting of priorities for support among academic programs. The examples of institutional approaches I have suggested are based on extensive experience, but they can only be used if they fit the particular institution and its resources, its mission, and its planning procedures. Far from waiting until an institution begins its program review, an alert department will begin gathering data well in advance; if not needed for program review it is still excellent ammunition for the department's budget requests.

Footnotes

[1] Joanne M. Sprenger and Raymond E. Schultz, "Staff Reduction Policies," *College Management*, Vol. 9, (1974), p. 21.

[2] Mary Jo Clark, Rodney T. Hartnett, and Leonard L. Baird, *Assessing Dimensions of Quality in Doctoral Education: A Technical Report of a National Study in Three Fields*, Educational Testing Service, (Princeton; 1976).

[3] Robert C. Shirley and J. Fredericks Volkwein, "Establishing Academic Program Priorities," *Journal of Higher Education*, Vol. 49, (1978): 472-488.

SPEECH AS A LIBERAL STUDY II

Gordon F. Hostettler

It is paradoxical that the field of speech communication, one of the oldest studies known to man, is called upon so often to defend its claim to a place amid the liberal arts. For rhetoric, which to Greeks and Romans alike meant persuasion through speech, was not only a major area for study in classical civilization, it was even more, the essential core of higher learning.[1] Rhetoric, its theory and practice, was one of the Seven Liberal Arts in medieval times,[2] and it played a central role in the curricula of the Renaissance and the Enlightenment.[3] From the days of Plato, however, the effective speaker and his art, rhetoric itself, have been frequently regarded with suspicion and at times subjected to downright condemnation. As Charles Sears Baldwin has said, "Again and again educational practice has found that it cannot do without rhetoric; and and again educational theory has grudgingly inquired what to do with it."[4] It is the purposes of this paper to define the role of speech communication in liberal education; to consider the major objections which have been laid to speech as an academic subject; and to set forth principles upon which the modern department of speech communication should, and does, function.

Language, symbolic communication, differentiates man from other life forms. Anthropologist Leslie White states, "All culture (civilization) depends upon the symbol . . . . Without the symbol there would be no culture, and man would be merely an animal, not a human being."[5] Unlike other life forms, humans are "time-binders" because language enables us to profit from the experiences of previous generations, to accumulate knowledge, and to establish complex systems and institutions. Modern society, with its intricate divisions of labor and its interdependent human activities, would be impossible if mankind did not possess the ability to symbolize--to communicate through speech and writing. In the words of Thomas Mann, "Speech is civilization . . . ."[6] And this truth has long been recognized. In Ancient Athens, Isocrates observed: . . . *Because there has been planted in us the power to persuade each other and to make clear to each other whatever we desire, we have not only escaped the life of wild beasts, but we have come together and founded cities and made laws and invented arts; and . . . there is no institution devised by man which the power of speech has not helped us to establish.*[7] In 1651 Thomas Hobbes declared: *The most notable and profitable invention of all others was that of speech . . . without which there had been amongst men neither Commonwealth, nor Society, nor Contract, nor Peace, no more than amongst Lyons, Bears, and Wolves.*[8] And a modern student of linguistics concurs: *Language is . . . the very mask of humanity, for man is human only by virtue of human communication systems, of which language is the hub and center. To understand language and the communication processes clustered about it is, then, in a very real sense to understand the essence of our humanity.*[9] It seems not immoderate to claim that a study which helps students "to understand the essence of our humanity" should have a place, even a central place, in a liberal curriculum.

But should that study be speech communication? There are many who hold that courses in written composition and in literature provide an ample understanding of language processes and that speech, therefore, is not really needed as an academic subject. The view is erroneous. Speech precedes writing and is fundamental to it. Although written and spoken language have some characteristics in common, there are sharp differences between them. An effective speech is not "an essay on its hind legs." Written communication must be ultimately intelligible to the hearer. What may aid in one form may hinder in the other. Vocabulary and even structures differ. Effective spoken language is more idiomatic, more direct, more specific, more intimate.[10] Moreover, auditors react to more than words. They respond, as well, to bodily motions, facial expressions, tones of voices, and these are vital clues in oral discourse.[11] As Henry Lee Smith declares: *Writing is for the most part no more than an incomplete and inconsistent symbolization of the communicative processes associated with language. But for the group that speaks it, language symbolizes the common experience, the culture, of the group. Writing, then, actually is a symbolization of a symbolization.*[12]

The foregoing is established not to deprecate the art of writing, but to make clear the case for speech communication. This writer agrees that "writing is certainly one of the two or three greatest of all man's inventions,"[13] and that it deserves a prominent place in a liberal curriculum. The indispensable points are that the ability to symbolize makes us human and that speech is the more basic mode of language. To acquire an understanding of the processes essential to speech and to develop skills in speaking are simply more fundamental than to gain an understanding of and skills in writing. As a result," . . . little that the speaker knows has to be unlearned when he commits his thoughts to written form."[14] The converse cannot be readily maintained. Written discourse often "smells of the lamp" when presented as a speech. Failure to recognize these essential facts accounts, in large measure, for the reluctance of many scholars to support speech communication as a needed academic subject. Again Smith well makes the point: *Speech is prior to writing in every sense, but the unhappy confusion between language and writing continues to be universal among all literate people. This universal confusion between speech and writing is today the principle obstacle to a clear understanding of the nature and function of language.*[15]

If "this universal confusion between speech and writing" can be recognized and eliminated, the case for academic courses in speech communication will have been far advanced; for if "speech is prior to writing in every sense," it would seem to have a compelling claim upon the liberal curriculum. Few, to this writer's knowledge, call for the elimination of written composition. Indeed, there seems to be almost unanimous agreement in the academic community that skill in writing is so important that it should be required of all students.

But are there objections to the ways in which speech communication is conceived and taught which may mitigate arguments advanced to this point? There are, and they must be considered to establish the case. In general, there are two major positions which opponents of speech communication have taken. One is an argument of substance; the other is not. The latter is here examined first.

The argument is often advanced that speaking is a mere skill and, hence, that its study is entitled to no legitimate place in liberal education. The position is spurious. That the ability to communicate effectively is something of a skill no one would deny. So the first part of the argument is partly conceded. But what of the second? Can we safely and consistently take the position that all courses which involve skill are to be eliminated from liberal studies? If we do, we shall find precious little left. First, let it be observed that the argument is rarely, if ever, advanced against written composition. Is not the ability to write with effect also a skill? And what of other areas? Is not skill involved in speaking, writing, and reading a foreign language? In solving problems in algebra and calculus? In manipulating equipment and measuring devices in scientific laboratories? In the critical reading required of all academic courses? No, it is not "skill" *per se* which bothers critics of speech communication. Instruction in skills often constitutes a significant part of their own disciplines. It is something more, and that "more" we shall examine shortly.

But there is yet another facet to the argument which rests upon the issue of skills. When confronted with the preceding argument, academicians opposed to speech communication sometimes respond with the declarations that, although skill may play a part in their own disciplines, it is not the central core and that a significant body of worthwhile knowledge provides the main focus. The implication in such a reply is that a similar claim cannot be made for the study of speech communication. Here the argument seems to resolve to a charge that speech courses are concerned only with skills. Such a contention can only be contradicted because it simply is not true. Space contravenes against a detailed account of speech communication as an academic discipline. Suffice it to say that the process of oral communication is most complex. Every speaking situation involves a speaker or speakers, a subject, the speech or speeches, an occasion, an audience, and the interactions of these factors. From another point of view, every act of speech includes motivation for discourse, thought and feelings, symbolization, vocalization and delivery, sound transmission, physical reception, reactions of auditors, and the responses of the speaker to these reactions. An adequate understanding of oral communication and its functions in society--objectives by no means yet attained--necessitates a knowledge of anatomy, acoustics, Phonetics, language, psychology, logic, ethics, history, and the social sciences. Pertinent materials from these areas are incorporated, synthesized, and taught in speech communication; for, as a president of the Speech Communication Association has said, our field . . . *is an area whose twin aims are to understand the functions, processes, and effects of oral communication and to teach the principles and methods that make the spoken word effective.*[16] Moreover, speech communication commands a significant province of its own. From Aristotle's day and before, teachers of rhetoric, the rationale of effective practical discourse, have been concerned with principles for efficient oral communication. These embrace logical analysis of controversy, collecting and evaluating evidence, able reasoning, clear organization of thought, the ethics needed in any communicative situation, audience analysis, clear and artistic use of language, methods of presentation, and criteria for critical listening and evaluation. Karl R. Wallace provides an overview of the concerns of speech communiction: "The rhetorician looks at the things and experience that men share in common, at the interests and problems of society in general . . . . He focuses upon that speech and language behavior that reflects the communal experience to which men become subject and to which men appeal in deliberating upon their mutual problems, in coming to decisions mutually acceptable to them, and in appraising their decisions and actions. This is not the focus of any other art or science."[17] This writer maintains that these concerns and the principles taught constitute a significant body of content and that they are essential to a liberal education. If there are those who deprecate them, he is content to rest the argument and rely upon the judgment of those who understand and cherish humane studies.[18]

And even if for the sake of argument (but only for the sake of argument) it were granted that courses in speaking are concerned primarily with skills, the case for speech communication as essential to humane study is still compelling. One definition of liberal education, comparable to most, declares that its "central purpose . . . is to develop men of tempered mind, civilized taste, and independent convictions, men fit to take their place as citizens of a free society."[19] Now, a free society is posited on the postulates that we shall be governed by persuasion and reason; that its leaders, both in and out of power, shall communicate their programs and policies to the electorate; and that the people, responding through elections and other free institutions, can be trusted to exercise final authority in the state. Freedom of speech, of the press, of assembly are recognized universally as fundamental to our democratic way of life. So we may well ask how can a man be fit to take his place in a free society if he does not possess the abilities, yes, the skills, requisite to the operation of that society? How can our students exercise effectively the right of free speech if they receive no instruction in the principles and practice of speech? Truth and knowledge, unaided, will not necessarily prevail. If free society is to survive, good men must know how--yes, possess the skills-- to win their fellows to truth. As a committee of the National Conference on Rhetoric (1970) notes: "Institutions in a free society are as good as the rhetorical transactions that maintain them."[20] "More than once," Norman Thomas testifies, "I have heard good men come out second best to demogogues because they have depended upon their righteous indignation . . . ."[21] The difficulties of many scholars, standing almost inarticulate when called upon to communicate their knowledge and thoughts, are all too familiar. As Norman Cousins declares: "The area in which a poor education shows up first is in self-expression, oral or written. It makes little difference how many university courses or degrees a man may own. If he cannot use words to move an idea from one point to another, his education is incomplete. Taking in fact is only part of the educational process. The ability to pass it along with reasonable clarity and even distinction is another."[22] It is here contended that liberal education is obligated to provide its graduates with the ability to communicate effectively--by oral as well as written means. To do less is to deprive them of requisites for meaningful participation in free society. Even if speech communication is regarded as "merely a skill," it provides a skill essential to free men and women.

But there is a more substantial objection to speech communication, and from this view arises the most telling argument against it as an acceptalbe liberal study. reference is to the charge that effective speakers are often dangerous, that persuasive ability characterizes the demagogue, that "tricks of oratory" are frequently employed to delude or inflame. In short, this view holds that instruction in speaking encourages sophistical chicanery. It was from these conceptions that Plato, especially in the *Gorgias*, inveighed against rhetoric, calling it a form of flattery and likening it to cookery. The argument has continued since. "The first persuader was the devil," Everett Lee Hunt reminds us, "and . . . there always has been and always will be something devilish about persuasion."[23] "Not without reason," Norman Thomas adds, "oratory has been called the harlot of the arts, so subject is it to abuse and degradation."[24] As Baldwin declares, "Plato's distrust of rhetoric is a permanent reminder. It is so significantly typical that it recurs throughout the history of education, and must recur."[25] It must recur because there has been, and there is, ample basis for it. The sophistical practice and teaching which Plato condemned is not restricted to antiquity. There are direct lines running from Gorgias, to Seneca the Elder, to Philostratus, Fronto, and Libanius, to Geoffrey of Vinsauf, to Peter Ramus, to Richard Sherry and Henry Peacham, to Thomas Sheridan and Gilbert Austin, to James Rush and Francois Delsarte, to Dale Carnegie and the hucksters to Madison Avenue. All these men represent an aspect of the sophistic tradition. All treat rhetoric as an art of personal display or as an instrument of personal power and reputation. They differ in emphasizing various elements of rhetoric; but, whatever their centuries, they are governed by similar motivations.

If the preceding told the entire story, if the primary functions of rhetorical teachings and practice have been "to make the worse reason appear to be the better" and to serve as a mere vehicle for personal power and aggrandizement, this writer would abandon his arguments and join with the opponents of speech communication. Happily, rhetoric is not, and has not been, so oriented. There is another tradition--a tradition as old, more constant, more nobly conceived. Indeed, its existence enables us, by contrast, to label its rival "sophistic." It, too, dates from antiquity. It, too, has lines--lines which run from Aristotle and Isocrates, to Hermagoras, Cicero, and Quintilian, to Saint Augustine and Alcuin, to Juan Vives and Philip Malanchthon, to Leonard Cox and Thomas Wilson, to Francis Bacon and John Locke, to Francois Fenelon, George Campbell, and Richard Whately, to John Quincy Adams and Chauncey Goodrich, to Winans, O'Neill, Hudson, Hunt, Wichelns, Baird, and other founders and leaders of the revival of speech communication study in the United States. Plato himself helped found the better tradition when in the *Phaedrus* he had Socrates say: *Perhaps, however, rhetoric has been getting too roughly handled by us, and she might answer: What* *amazing nonsense is this! As if I forced any man to learn to speak in ignorance of the truth! Whatever my advice may be worth, I should have told him to arrive at the truth first and then come to me. At the same time I boldly assert that mere knowledge of the truth will not give you the art of persuasion.*[26] Moreover, Plato outlined the knowledge essential for an effective orator,[27] and specifically recommends the study of rhetoric: *And this art [rhetoric] he will not attain without a great deal of trouble, which a good man ought to undergo, not for the sake of speaking and acting before men, but in order that he may be able to say what is acceptable to God . . . as far as in him lies.*[28] Taking such cues from his mentor, Aristotle composed his *Rhetoric*, "the most important single work in the literature of speechcraft."[29] Aristotle viewed rhetoric as "the counterpart of dialectic"[30] and defined it as "the faculty of observing in any given case the available means of persuasion," adding that "This is not the function of any other art."[31] Its basic function, he maintained, is to help make "truth and justice" prevail.[32] Here, then, is the answer of the main tradition of rhetoric to sophistic. As Baldwin declares: "The ultimate, the only final answer to Plato's challenge is the *Rhetoric* of Aristotle . . . . The true theory of rhetoric as the energizing of knowledge, the bringing of truth to bear upon men, is there established for all time. Aristotle amply vindicated rhetoric by defining its place among studies, its necessary correlation with inquiry and with policy, its permanent function. He settled the question of rhetoric philosophically."[33]

The classical tradition of rhetoric, the basis of modern speech communication instruction, stems from Aristotle. Rhetoric, as taught by the ancients and by those who followed into modern times, was conceived as embracing five major canons: *inventio, dispositio, elocutio, memoria, and pronuntiatio*--investigation and analysis of subject matter, arrangement, style, memory, and delivery. Of these the touchstone is *inventio*. When speech communication is taught and practised as an agency for making truth prevail, primary emphasis must be given to methods of discovery and analysis which lead to sound ideas, and the other canons, concerned primarily with technique, are subordinated to *inventio* to be regarded only as means necessary to make ideas effective.

Whenever another division of rhetoric, for whatever reasons, occupies the center of teaching and practice, a form of sophistic is inevitable. Ornate style and clever verbalisms characterized the Second Sophistic during the latter centures of the Roman Empire.[34] Similar excesses flourished in medieval days and in the Renaissance.[35] The elocutionary movement of the eighteenth and nineteenth centuries went to absurd extremes in its emphasis upon pronunciation, vocal inflection, and gestures.[36] Sophistic stress on style or delivery arises when rhetoric is conceived as an art of providing a speaker with techniques which will enable him to gain personal power or reputation. Baldwin states it well, "What has intervened to deviate rhetoric and frustrate its best use again and again has been the preoccupation with giving effectiveness not to the message, but to the speaker."[37] Given the ambitions of men and the crucial importance of communication, abuse of traditional rhetorical concepts is an omnipresent danger. We must agree with Hunt that: . . . *The history of rhetoric shows how often and how readily it slips from its high estate and well deserves all the harsh things said about it by Plato. In its protean forms it is at home in institutes of salesmanship, in seminaries of charm and personality, in the psychology of advertising, in propaganda machines that wage hot and cold wars, in defense of intolerance, racial hatred, and special privilege . . . .* [38]

"There may be a better rhetoric," some may conclude, *but if it is so subject to debasement, we had better agree that it is too dangerous for the liberal curriculum and devote our attention to less hazardous arts and sciences. Let us remain safe by patiently seeking knowledge for its own sake.*" This doctrine, the idea that liberal education is complete when a student has learned most of "the best that has been thought and said," is all too common. It lies at the base of the "ivory tower" concept. To accept this view is to abdicate, to hold that liberal study sustains no meaningful hope for the people who must contend with the problems and crises of our time. For as Sir Philip Sidney cried: "To what purpose should our thoughts be directed to various kinds of knowledge unless room be afforded for putting it into practice?"[39] Implicit in the argument that to know is sufficient unto itself is the notion that truth will prevail on its own account. The view is naive. As Bryant observes: "In the Kingdom of Heaven truth may be its own sole advocate, but it needs mighty help if it is to survive in health among the nations on earth."[40] And rhetorical discourse, its study and its practice, is the major agency to make truth effective. Moreover, the view is inconsistent. If truth will prevail unaided by persuasion, why should opponents of speech communication be so alarmed about possible misuses of rhetoric? Their concern reveals that all too often, as they really know, charlatans and fools defeat truth and are all too successful in winning assent to falsehood or nonsense. Only a classically oriented rhetoric, understood and practiced by those of good will, supplies the needed corrective.

"Whether we will or no," Bryant declares, "we cannot escape rhetoric, either the doing or the being done to. We require it . . . ."[41] We require it because we live by communication. Even the opponents of speech instruction must resort to rhetorical argument to assail rhetoric itself.[42] If truth is to prevail it must be communicated. Knowledge must be communicated if it is to be utilized in democratic society. A resolution of the American Association for the Advancement of Science underlines this obvious fact; "As the producer and custodian of scientific knowledge, the scientific community has an obligation to impart such knowledge to the public."[43] The essential question posed for the liberal curriculum is: Shall it provide its students, hopefully the bearers of truth, with means necessary for making it effective in society? Saint Augustine provides the response of classical rhetoric. Faced with the contention that Christian preachers have no need for the study of rhetoric, he cried out: *Who dare say that the defenders of truth should be unarmed against falsehood? While the proponents of truth remain ignorant? While [the sophist] states facts concisely, clearly, plausibly, shall the preacher state them so that they are tedious to hear, hard to believe? While the one attacks truth and insinuates falsehood by fallacious argument, shall the other have too little skill either to defend the truth or refute the false? Shall the one, urging his hearers to error, urging them by force of oratory, move them by terror, by pity, by joy, by encouragement, and the other slowly and coldly drowse for truth?"*[44] The modern department of speech communication takes its stand with Augustine and the classical tradition. It holds, with Augustine, that the primary function of its instruction is to help make truth prevail. It holds that ignorance of rhetoric is no defense, no haven of safety. All humans, evil and good, must of necessity resort to communication if they would attain their purposes.[45] Armed with knowledge of rhetoric, we are better able to combat demagoguery and chicanery; ignorant of it, we may stand powerless before them. The position is well stated by Bryant: *Knowledge of the devices of sophistry will always be acquired by those whose purposes are bad; ignorance of them will provide no defense for the rest. No great force can be used without hazard, or ignored without hazard. The force understood, rather than the not understood, is likely to be the force controlled.*[46] Moreover, reprehensible though sophistry is, to be unable to defeat it may be even more deplorable. *We may agree*, writes Simrell, *that the man who makes the worse appear the better reason is a sinner, and still agree that the man who makes the better reason appear the worse is a greater sinner . . . . He is equally deceptive.*[47] For liberal graduates to possess truth and to be unable to make it prevail, to be unequipped to communicate it effectively, holds dire consequences for a free society.

Finally, note well that the position of speech communication in regard to the age-old conflict of sophistic and the classical tradition is not unique among humane studies. Sophistic is not limited to rhetoric. Its typical deviation of aim may infest any art or science. Sophistic goes to motivation for study and practice and, as such, may deflect the aim of any field of learning; for "all education helps in giving a man power to overreach and overpersuade his fellows, if disposed to do so,"[48] Who shall guarantee that a student of logic will not become adept merely at "logic-chopping"? We all know that the lawyer, the physician, the artist, the scientist, even the scholar and teacher may come to be motivated by greed, reputation, or personal power and, as a result come to misuse knowledge and skills at his command. Indeed, science today possesses the knowledge to destroy all society--all mankind. Its mastery of atomic weapons and biological warfare poses threats incomparably greater than those inherent in rhetoric. Who is to vouch for proper use of such knowledge? Shall we eliminate such areas of study because of their potential dangers? Or shall we admit them all, confident that with proper guidance, under a competent faculty, their students will learn to love truth, to develop an abiding respect for humanity, and to act in the interests of truth, justice, and their fellow beings? This writer accepts the second alternative, and he claims the same arguments for the study of speech communication; for "it is never the purpose of rhetoric to promote cheap, gaudy talk any more than the purpose of poetic is to promote cheap, shallow, dishonest popular art."[49] We have learned to live with the debasement of other arts. We analyze their problems, attempt corrective action, and continue their teaching and practice. But when rhetoric is debased, we are more shocked, more prone to advocate drastic remedies, even the abolition of the art itself. We are more shocked because we know, or sense, that any debasement of communication goes to the heart of our humanity. But we cannot escape. We must employ rhetoric if we would have truth prevail. Let us, then, recognize that speech communication must have a central role in any meaningful liberal education; and let us, ever aware of the dangers of sophistic, give encouragement to those who would teach youth the high precepts of the classical tradition.

One major question remains. Do modern departments, in fact, operate in accordance with the classical tradition of rhetoric? If they do not, this writer will agree that their claim upon the liberal curriculum is suspect. But if they do, he will claim for speech communication an important role in any system of humane study. Obviously the question affords no blanket response. Each department--even each course--must be appraised on its own merits. Any able faculty would welcome such scrutiny. Too many critics do not really understand the field of speech communication, and too often they seem unwilling to learn. An examination to ascertain whether current practice in speech measures up to its best tradition and purpose--a procedure which might be usefully applied to any department in the liberal college--would undoubtedly prove fruitful to critics of the study of speech communication as well as to its proponents.[50]

If we can assert no universal conclusion applicable to every department or course, we can at least do two things. First, we can point out that the main tendency, the prime motivation, of the modern department is to restore the field, with precepts modified by research, to its ancient values and purpose.[51] Second, we can enunciate the basic principles which must govern instruction in speech communication if sophistic is to be avoided and if the promise of the classical tradition is to be fulfilled. To help make truth prevail, the fundamental purpose of rhetoric, the following principles must obtain in instruction:

First, only subject matter of substance can be admissable in the classroom. Frivolous, shallow topics for speeches and discussions can serve only to sap and impoverish the minds of students and to debase the study of speech communication. Such practice undermines the heritage of rhetoric and makes the field suspect, and properly so, in academia. Thonssen and Baird maintain: "Great public speaking should, first of all, be a demonstration of significant ideas. This is a principle of the art."[52] And Lloyd Bitzer concurs: "Rhetoric as a study and practice is made vital by its relation to vital subject-matter."[53] The objective can be attained in several ways. The term topic approach, which has been employed both at Temple University and Colorado State, works well. Each student takes on a broad topic, usually a contemporary problem, and works with it for most of the semester, gathering and evaluating evidence, formulating and judging arguments, preparing outlines, and presenting speeches of information, analysis, and persuasion. Another method draws speaking topics from other academic courses--the humanities, social sciences, and sciences. Whatever procedure is employed, sound instruction demands significant ideas. When it does not, it becomes sophistical and trivial; when it does, it makes a valuable contribution to humane study.

Second, speech communication instruction must be equally insistent upon rigorous intellectual application in analysis, preparation, and presentation of subject-matter. A significant topic is essential, but it avails but little if it is dealt with in a superficial way. Emphasis upon adequate research and knowledge, logical analysis, and sound reasoning is a *sine qua non* of speech communication instruction. And so it has been in healthy rhetoric: *Knowledge and thought, ideas and understanding, information and contemplation--the steady and superior application of the superior intellect--this is the cry of rhetoric throughout the tradition. . . . There is nothing except a good character which more persistently underlies and justifies rhetorical teaching than the insistence upon intellectual processes in the speaker and intellectual content in the speech and in the preparation of speech.*[54] Stimulation to greater mental achievement is, and must be a goal of speech communication, no less than for any other academic field.

Third, the proper study of speech communication is inextricably bound to ethics and morality. Almost unanimous agreement is found in the ancient and modern writers who reflect the classical tradition. In 1717, Fenelon stated succinctly the prevailing view: . . . *The speaker, to be worthy of persuading the people, ought to be an incorruptible man. Without that, his talent and art become a deadly poison in the republic itself. . . . The first and most essential attribute of the speaker is virtue.*[55] "The good man speaking well" has been the persistent goal of the tradition. Thonssen and Baird only iterate the modern view when they insist that teachers have an "obligation of inculcating moral principles in speakers, and of advising future citizens of the necessary duty of holding themselves strictly accountalbe for what they say."[56] Ethical theory, of course, is a province of philosophy, but it finds essential application in the speech communication classroom.

Fourth, success *per se* in winning audience consent should never be the sole objective of instruction or criticism. Effectiveness, of course, is a legitimate aim for practical discourse, but it must be success in terms of truth, of the welfare of society. Wallace only echoes Aristotle[57] when he declares: "A theory of persuasion which calls for a man's always hitting his mark and losing success and prestige if he doesn't, is indefensible in any free society."[58] When success alone is the end of persuasive speaking, justification of almost any means becomes easy. Sound teaching avoids such perversion.

Fifth, techniques of speaking--articulation, voice, delivery, style, organizational skills, audience adaptation--must always be held subservient to subject matter. When any or all of these assume an importance equal to the message, speech communication instruction and practice becomes sophistical.

Sixth, precepts for speaking must be derived from a knowledge and understanding of requisites of oral communication. Artificial cultivation of technique or reliance upon rules appropriate for writing can lead only to awkward, stilted speaking. When either occurs, attention is deflected from matter and directed to technique.

Seventh, speech communication instruction should include emphasis upon critical listening and criteria for evaluation of discourse. Students should be taught to be discerning consumers, as well as capable producers, of communication. The canons for criticism mainly involve the application "in reverse" of those for composition and delivery, but teachers should be highly conscious that such application needs to be made.

These seven principles should obtain in the various areas of study embraced by a department of speech communication.[59] They have direct application to public address, to courses in speech fundamentals, public speaking, persuasion, argumentation, discussion, and rhetorical theory and history. So conceived and taught, such courses fulfill the promise of the classical tradition of rhetoric and thus hold a wide potential for liberal education. Indeed, they may serve as excellent vehicles to integrate knowledge from other fields while simultaneously providing students with instruction and practice in effective and responsible communication.

Application of the principles given above is clearly related to the controversy which has been dividing the field in recent years. Reference is to the argument between those who favor rhetorically based study and those who are committed to empirical methodologies and who are interested in teaching and research in communication theory, in interpersonal nonverbal, and organizational communication. This writer agrees with those who see no inherent conflict between the two approaches.[60] Rhetorical theory cannot remain aloof from scientific deiscoveries if it is not to be in danger of stagnation; and communication theory will only be truncated and incomplete if it is ignorant of its historical antecedents and ignores the age-old questions of value which have characterized rhetorical study. We may note, however, that the promise of empirical study to produce a science of communication, after some thirty years or more, has fallen somewhat short of the advance billings.[61] Whether this promise is fulfilled or not, it is crucial to the future of our field whether empirical study is thought to contribute to and enrich rhetorical theory;[62] or whether, as some would have it, rhetoric is reduced to serving scientific study by merely supplying it with testable hypotheses.[63] Science, *as method*, is not and cannot be concerned with values. It can tell us, if its studies measure up to its rigorous standards, that if we do X, we will get Y. But it cannot tell us whether we ought to get Y. If in theory and practice communication theory is unconcerned with values but only with predictable effects, it is bound to be impoverished and, in time, to be reduced to still another form of sophistic. Modern study requires the corrective which rhetoric's traditional care for values provides.[64] Communication is intrinsically moral and we ignore this reality at our peril.

In addition to the areas already discussed, courses in theatre, television-radio, and speech science and pathology are often included in the curricula of speech communication departments. Sometimes any or all of these may be an academic department in its own right or associated with other academic units; but typically one or more of these will be located in speech communication which fathered them all. They require at least brief consideration.

When examined in relation to liberal education, courses in dramatic arts pose problems with new dimensions, for we encounter here further basic questions relative to the role of the fine arts in humane study. But the theatre is a means of communication as well as an art form. So considered, courses in dramatics are affected by the principles enunciated. They as well, must insist upon significant ideas in dramatic productions and rigorous application of intellect in analysis of plot, character, and execution. They, too, must subordinate technique to content. When the program in dramatics is directed toward attaining professional competence or when it is devoted toward attaining professional competence or when it is devoted primarily to the presentation of entertainment, its claim upon the liberal curriculum is weakened. When it is is so organized and taught as to meet the requirements of wholesome communication, however modified by the requisites of an art form, it can provide much that is desireable and necessary in humane education.

The study of literature, foreign and English, has long been regarded as essential in liberal study, and the drama is universally accorded a prominent place in literature courses. The values of literary study, the drama included, are well known and need not be defended here. But plays, ancient and modern, were written to be seen and heard by audiences--not merely to be studied as literary forms or as agencies to heighten historical or cultural insights. Indeed, it may be argued successfully that a drama does not really exist, in a significant way, until it has been lifted from the pages of the text and made to live on a stage as the playwright intended. A dramatics program which presents plays which otherwise could only be studied in the classroom makes a valuable contribution to students who attend as well as to those who profit from direct participation. Thus, a sound program in drama, one which stages plays of literary, historical, and cultural significance, can make a double contribution to liberal education.

Principles essential to liberal education in communication apply equally to television-radio. When courses in the mass media are professionally centered, they can have no claim upon the liberal curriculum. So conceived and taught, courses in radio and television are prone to regard programming as entertainment and the media themselves as mere agencies for salesmanship. "Success," as measured by ratings or by the value of goods sold, easily becomes the only meangingful end of programming. But, again, such a situation need not obtain. Radio and television have revolutionized the role and the potential role of oral communication in our century. Their capacity for evil or good is almost boundless. They can remain a "vast wasteland," as Newton Minow has termed them, or they can become vital agencies in a free society, bringing needed information and cultural enrichment to our citizens. When they are studied so as to provide students with a grasp of their potential, when they are approached as operating in a social context, when "success" and techniques are held subservient to content and ethics, then courses in radio and television provide a valuable aspect of liberal education.

Courses in speech science and pathology center upon speech as a physical *act*. Here the act of speech is approached as an entity capable of detailed study in much the same ways a geologist is concerned with rock structures, a biologist with plants or animals, an economist with the production and distribution of goods and services. These and comparable areas of study focus upon important aspects of man's environment or activities. They seek to understand the complexities of a given area, to describe accurately, to establish relationships. Insofar as such objectives are attained, these fields enable man to predict what may occur under certain circumstances and, hence, to control such occurrences for the betterment of mankind. And so it is in speech science, for the object of study here is to understand the exceedingly complex act of speech so that it may be known and controlled. Such knowledge is essential in a department of speech, for the *art* of oral communication depends upon understanding and control of the *act* of speech.

The study of speech as an act leads inevitably to consideration of abnormalities of production and reception, just as mental disorders become important in psychology, or disease is analyzed in biology, or depressions are examined in economics, or delinquency and crime are investigated in sociology. The purpose of such study is always to better understand the normal and to better control the abnormal. Viewed in this light, speech pathology is as appropriate for inclusion in a liberal department as are comparable courses in other departments. Too often, however, courses in speech sciences, pathology, and audiology are conceived and taught with the view of imparting professional competence to therapists. When this is the case, such courses should not be eligible for inclusion in liberal, undergraduate education. But such conditions need not obtain--no more than for courses in comparable areas. The scientific study of the production and reception of speech, with its attendant complications, is a rigorous, extensive, and complex field. Courses in this area must draw upon aspects of anatomy, neurology, linguistics, acoustics, psychology, and statistics. When taught with the view of inculcating an understanding of the act of speech and its abnormalities, these courses provide an exciting, difficult, and rewarding area of study.

What, then, is the case for speech communication as a liberal study? First, it is the ability to symbolize, to speak and to write, which makes us human and makes human society possible; so that to understand speech is "to understand the essence of our humanity." Second, speech is prior to writing as a mode of language, and principles for efficient writing will not insure effective speech. Third, the study of speech communication includes broad areas of knowledge and involves a great deal more than mere "skill"; but even if it did not, ability in speech is essential for meaningful participation of liberally educated persons in democratic society. Fourth, although rhetoric has been and is subject to sophistic, the main tradition has been and is otherwise. The primary function of rhetoric and of modern instruction is to help make truth prevail. Knowledge, unaided, will not obtain among men; and ignorance of the arts of persuasion is no safeguard against sophistical demagoguery. Truth must be made effective in a free society, and to this goal speech can and does make a major contribution. Fifth, modern speech communication instruction, loyal to the classical tradition, insists upon significant subject matter, rigorous intellectual application, high ethical standards, responsible communication, and the subordination of techniques to ideas in speeches. Speech communication, thus conceived and taught, in all its areas, is liberal in aim and spirit. It may serve as an excellent medium for integration of other fields of study. On these bases, speech communication surely can claim a place--yes, a high place--among liberal studies. As Everett Lee Hunt, former dean at Swarthmore College, has said: . . . *The problems of persuasion become more significant as society becomes more complicated, and . . . only make ancient rhetoric, based on experience, more significant . . . If competitive academic organization rules otherwise, so much the worse for it. Neglect of rhetoric always brings its own penalities and limitations, and the academic pendulum is always swinging.*[65]

Footnotes

This essay is a reworking of my "Speech as a Liberal Study," *Pennsylvania Speech Annual*, 19 (1962), 12-28; rpt. *Speeches for Illustration and Example*, ed. Goodwin F. Berquist (Chicago: Scott, Foresman, 1965), pp. 207-19. In this revision materials and structure are similar and much of the language is the same. This version was written in response to a request by Dr. Robert N. Hall, Staff Coordinator, Association of Communication Administrators. I wish to thank the Pennsylvania Speech Association for permission to use materials from the original article.

[1] See: George Kennedy, *The Art of Persuasion in Greece* (Princeton: Princeton University Press, 1963) and *The Art of Rhetoric in the Roman World* (Princeton: Princeton University Press, 1972); Charles Sears Baldwin, *Ancient Rhetoric and Poetic* (New York: Macmillan, 1924); Donald Lemen Clark, *Rhetoric in Greco-Roman Education* (New York: Columbia University Press, 1957); M. L. Clarke, *Rhetoric at Rome* (London: Cohen and West, 1953): Aubrey Gwynn, *Roman Education from Cicero to Quintilian* (London: Oxford University Press, 1926).

[2] See: James J. Murphy, *Rhetoric in the Middle Ages* (Berkeley: University of California Press, 1974); Charles Sears Baldwin, *Medieval Rhetoric and Poetic* (New York: Macmillan, 1928; Paul Abelson, *The Seven Liberal Arts* (New York: Columbia University, 1906).

[3] See: Donald Lemen Clark, *Rhetoric and Poetry in the Renaissance* (New York: Columbia University Press, 1922); Jerrold E. Siegel, *Rhetoric and Philosophy in Renaissance Humanism* (Princeton: Princeton University Press, 1968); Wilbur Samuel Howell, *Logic and Rhetoric in England, 1500-1700* Princeton: Princeton University Press, 1956) and *Eighteenth-Century British Logic and Rhetoric* (Princeton: Princeton University Press, 1971).

[4] *Medieval*, p. 2.

[5] "The Symbol: The Origin and Basis of Human Behavior," *Philosophy of Science*, 7 (1940) 460.

[6] *The Magic Mountain* (New York: Knopf, 1938), II, 602.

[7] *Antidosis*, I, xvi, trans. George Norlin. Loeb Library ed. (Cambridge, Mass.: Harvard University Press, 1928).

[8] *Leviathan*, Everyman's Library ed. (London: J. M. Dent, 1934), p. 12.

[9] Henry Lee Smith, "Linguistics: A Modern View of Language," in *An Outline of Man's Knowledge of the Modern World*, ed. Lyman Bryson (Garden City, N. Y.: Nelson Doubleday, 1960), p. 344. See also: Frank E. X. Dance, "The Centrality of the Spoken Word," *Central States Speech Journal*,

23 (1972) 197-201.

[10] For analyses of the basic differences between spoken and written discourses see: Raymond F. Howes, "The Talked and the Written," *Quarterly Journal of Speech*, 26 (1940) 231-34; Jane Blankenship, "A Linguistic Analysis of Oral and Written Style," *Quarterly Journal of Speech*, 48 (1962) 419-22; Joseph A. DeVito, "The Encoding of Speech and Writing," *Speech Teacher*, 15 (1966) 55-60; Richard L. Larson, "A Teacher of Writing among Teachers of Speech," *Western Speech*, 36 (1972) 2-8; and Lois Einhorn, "Oral and Written Style: An Examination of Differences," *Southern Speech Communication Journal*, 43 (1978) 302-11. The last listed is an excellent summary of a number of studites.

[11] This aspect of oral discourse has given rise to the recent growth of studies and courses in nonverbal communication. Representative books include: Haig A. Bosmajian, *The Rhetoric of Nonverbal Communication* (Glenview, Illinois.: Scott, Foresman, 1971); Dale K. Leathers, *Nonverbal Communication Systems* (Boston: Allyn and Bacon, 1976); and Lawrence B. Rosenfeld and Jean M. Civikly, *With Words Unspoken: The Nonverbal Experience* (New York: Holt, Rinehart, and Winston, 1976).

[12] Smith, p. 344. The italics are Smith's.

[13] Smith, p. 345

[14] Wilbur Samuel Howell, "Classical and European Traditions of Rhetoric and Speech Training," *Southern Speech Journal*, 23 (1957) 76. See also: W. C. Snipes, "Oral Composing as an Approach to Writing," *College Composition and Communication*, 24 (1973) 200-05.

[15] Smith, p. 345

[16] Karl R. Wallace, "The Field of Speech," *Quarterly Journal of Speech*, 50 (1964) 67-68.

[17] "The Fundamentals of Rhetoric," in *The Prospect of Rhetoric*, ed. Lloyd F. Bitzer and Edwin Black (Englewood Cliffs, N.J.: Prentice-Hall, 1971), p. 6.

[18] It might be added that courses in speech communication are at times dismissed with the observation that, "Anyone can talk." Such an approach hardly merits response, but it might be just as well to cite William N. Brigance: *I know that it is said that 'anybody can talk.' Hence arises a great mischief, the belief that formal speaking is not a discipline, or is a simple one learned early and easily. True, anybody can talk. Also true, 'anybody can but.' But the grade-school child who can cut paper dolls is not thereby qualified to cut your appendix. There are various levels of cutting . . . So with Speech. Mere gab and gossip are elementary . . . . Public persuasion is difficult . . . .* "General Education in an Industrial Free Society," *Quarterly Journal of Speech*, 38 (1952) 181.

[19] Carl Billman, Secretary of Phi Beta Kappa, in a letter to members, November 11, 1960.

[20] *The Prospect of Rhetoric, p. 209.*

[21] "Random Reflections on Public Speaking," *Quarterly Journal of Speech*, 40 (1954) 146.

[22] *Saturday Review*, 46 (June 8, 1963) 20.

[23] "Rhetoric as a Humane Study," *Quarterly Journal of Speech*, 41 (1955) 114.

[24] Thomas, P. 146. Similar views are voiced by Aldous Huxley, *The Devils of Loudun* (New York: Harper, 1953), pp. 18-19; Hugh Nibley, "*Victoriosa Loquacitas*: The Rise of Rhetoric and the Decline of Everything Else," *Western Speech*,20 (1956) 57-82; and V. E. Simrell, "Mere Rhetoric," *Quarterly Journal of Speech*, 14 (1928) 359-74.

[25] *Medieval*, p. 2.

[26] *Phaedrus*, 260D, in *The Dialogues of Plato*, trans. Benjamin Jowett, 3rd. rev. ed. (Oxford: Oxford University Press, 1892). Citation from Dial Press ed., n.d., III, 442.

[27] *Phaedrus*, 257B-258E; 259E-278B.

[28] *Phaedrus*, 273E. Vol. III, 441, in Dial ed. Italics are mine.

[29] Lester Thonssen and A. Craig Baird, *Speech Criticism* (New York: Ronald, 1948), p. 57.

[30] *Rhetoric*, 1354a. Probably the most useful translation is by W. Rhys Roberts which is in Vol. XI of *The Works of Aristotle*, ed. W. D. Ross (Oxford: Clarendon Press, 1924).

[31] *Rhetoric*, 1355b.

[32] *Rhetoric*, 1355a.

[33] *Medieval*, p. 3.

[34] See: Harry Caplan, "The Decay of Eloquence at Rome in the First Century," in *Studies in Speech and Drama in Honor of Alexander M. Drummond*, [ed. Herbert A. Wichelns et al.] (Ithaca, N. Y.: Cornell University Press, 1944), pp. 293-325; Kennedy, *Roman World*, pp. 553-637; Baldwin, *Ancient*, pp. 87-101 and *Medieval*,pp. 8-50; Thonssen and Baird, pp. 96-105.

[35] See: Murphy, pp. 135-93; Howell, *1500-1700*,pp. 116-37 and 146-281.

[36] See: Howell, *Eighteen-Century*, pp. 145-258; Karl R. Wallace, ed., *A History of Speech Education in America* (New York: Appleton-Century-Crofts, 1954), pp. 105-28, 178-237,and 301-25.

[37] *Medieval*, p. 4.

[38] Everett Lee Hunt, "Rhetoric and General Education,"*Quarterly Journal of Speech*, 35 (1949) 277.

[39] As cited by Donald Lemen Clark, "The Place of Rhetoric in a Liberal Education," *Quarterly Journal of Speech*, 36 (1950) 292.

[40] Donald C. Bryant, "Rhetoric: Its Function and Its Scope," *Quarterly Journal of Speech*, 39 (1953) 409.

[41] Bryant, p. 410

[42] Everett Lee Hunt, "From Rhetoric Deliver Us," (editorial), *Quarterly Journal of Speech*, 14 (1928) 262. Hunt adds: "The profession of ignorance or distrust of the tricks of rhetoric is often itself a rhetorical trick."

[43] For the complete statement see: *Science*,132, (July 8, 1960) 68-73. See also: Bower Aly, "The Scientists' Debt to Rhetoric," *Quarterly Journal of Speech*, 22 (1936) 584-90; John D Forbes, "Speech and the Doctoral Candidate," *Quarterly Journal of Speech*, 34 (1948) 159-61; Theodore C. Blegen, "The Prospect of the Liberal Arts," *Quarterly Journal of Speech*, 40 (1954) 391; Waldo W. Braden, "Speech, Science, and the Future," *Speech Teacher*, 10 (1961) 184-88; Don Geiger, "Rhetoric and Science," *Speech Teacher*, 7 (1958) 54-60; and Donald K. Smith,

"Rhetoric of and in the Learning Society," *Communication Education*, 28 (1979) 102-03.

[44] *De doctrina christiana*, IV, ii. As trans. by Baldwin, *Medieval*, pp. 57-58.

[45] This contention is especially pertinent for a free society. As Wayne C. Booth observes: *Indeed, none of the corruptions found in our rhetorical time would even be possible in a society which had not also laid itself open to the great virtues of moral and intellectual suasion when properly used.* "The Revival of Rhetoric," PMLA, 80 (May, 1956) 10.

[46] Bryant, p. 411. See also Hunt, (1928), p. 268 and (1949), p. 277; and Wayne C. Booth, "The Scope of Rhetoric Today: A Polemical Excursion," *The Prospect of Rhetoric*, pp. 108-09. William N. Brigance, p. 183, argues that an important contributing factor to the rise of Hitler in Germany was that nation's failure to include speech communication courses in its school curricula. Leaders were unable to refute with effect Hitler's wild contentions and the German people were defenseless in analyzing his appeals.

[47] Simrell, p. 363

[48] Hunt, (1928), p. 264.

[49] Donald C. Bryant, "Aspects of the Rhetorical Tradition--I, The Intellectual Heritage," *Quarterly Journal of Speech*, 26 (1950) 176.

[50] It may be observed that in these days when considerable lip service is being paid to the vital role which the humanities play in education, many departments normally considered to be the home of liberal study are deserting their responsibilities. As Everett Lee Hunt has observed: "Many academically catalogued humanists are the worst enemies of the humanities." "When are the 'Humanities' Humane?" *Quarterly Journal of Speech*, 53 (1967) 285. See also his "Rhetoric as a Humane Study," pp. 115-116, and Ronald S. Crane, *The Idea of the Humanities and Other Essays Critical and Historical* (Chicago: University of Chicago Press, 1967). 2 vols., esp. vol. I.

[51] Sentiments of the sources cited throughout this paper should serve to document this statement. Space, of course, contravenes against a detailed discussion of the aims and motives of modern speech education which arose about fifty years ago to counteract and displace the elocutionary movement. The volume, *A History of Speech Education in America*, cited above, gives an excellent account of the rise of the modern speech field. See also Robert T. Oliver and Marvin G. Bauer, eds., *Re-Establishing the Speech Profession: The First Fifty Years*, publ. for the Speech Association of the Eastern States (1959). For an account of changing concepts of rhetorical theory see Wilbur E. Howell, "Renaissance Rhetoric and Modern Rhetoric: A Study in Change," in *The Rhetorical Idiom*, ed. Donald C. Bryant (Ithaca, N.Y.: Cornell University Press, 1958), pp. 53-70.

[52] Thonssen and Baird, p. 382.

[53] "More Reflections on the Wingspread Conference," in *The Prospect of Rhetoric*, p. 202. There are hundreds of comparable injunctions, dating from 1915 to the present, in essays, articles, historical studies and textbooks pertinent to speech communication.

[54] Bryant, (1950), p. 172-73. Again, the "literature" of the field is replete with similar declarations.

[55] *Dialogues on Eloquence*, ed. and trans. Wilbur Samuel Howell (Princeton: Princeton University Press, 1951) p. 76.

[56] Thonssen and Baird, p. 471. Once again, there are extensive writings in speech communication which are unanimous as to the vital necessity of ethics in communication.

[57] *Rhetoric*, 1355b.

[58] Wallace, (1954), p. 128. See also Robert D. Clark, "These Truths We Hold Self Evident," *Quarterly Journal of Speech*, 34 (1948) 446; and A. Craig Baird, "The Educational Philosophy of the Teacher of Speech," *Quarterly Journal of Speech*, 24 (1938) 549.

[59] It should be noted that since these principles were stated in my 1962 article, they have been incorporated, in part *verbatim* (with permission, of course), in the statement, "Speech Instruction: Its Nature, Function, and Objectives," adopted by the Western Speech Communication Association. (*Western Speech*, 28 [1964] 243-45.) The Speech Communication Association has adopted a similar statement, "The Field of Speech: Its Purposes and Scope in Education," which is entirely consistent with the principles listed. (Cited above, note 16) These facts are cited here as evidence that the views of this writer are not simply his own, but that they faithfully reflect the views of the speech communication profession generally.

[60] Representative of the many essays which espouse this view are: Carroll C. Arnold, "Rhetorical and Communication Studies: Two Worlds or One?" *Western Speech*, 36 (1972) 75-81; and Gerald R. Miller, "Humanistic and Scientific Approaches to Speech Communication Inquiry: Rivalry, Redundancy, or Rapprochement?" *Western Speech Communication*, 39 (1975) 230-39.

[61] See, for example: Herbert W. Simons, "The Rhetoric of Science and the Science of Rhetoric," *Western Speech Communication Journal*, 42 (1978) 37-43.

[62] See, for example: Wayne N. Thompson, "A Conservative View of a Progressive Rhetoric," *Quarterly Journal of Speech*, 49 (1963) 1-7.

[63] See, for example: John Waite Bowers, "The Pre-Scientific Function of Rhetorical Criticism," in *Essays in Rhetorical Criticism*, ed. Thomas R. Nilsen (New York: Random House, 1968), pp. 126-45.

[64] See: Everett Lee Hunt, "Classical Rhetoric and Modern Communicology," *Western Speech*, 34 (1970) 2-7; and Marie Hochmuth Nichols, "'When You Set Out for Ithaka. . .,'" *Central States Speech Journal*, 28 (1977) 145-56.

[65] "Herbert A. Wichelns and the Cornell Tradition of Rhetoric as a Humane Study," in *The Rhetorical Idiom*, p. 3. For an eloquent statement in which an outstanding teacher and administrator sets forth his views of speech communication as an academic subject see: Waldo W. Braden, "An Uncommon Profession," *Southern Speech Journal*, 36 (1970) 1-10.

THE RHETORIC OF QUALITY ASSESSMENT

Timothy M. Ashmore

Concern over the quality of education has increased since the publication of articles like "Why Johnny Can't Read." With increased concern has come the age of fiscal and educational accountability. Departments and colleges of communication have recognized new and greater responsibility to achieve, demonstrate, and insure the continued quality of their respective programs.

The Association for Communication Administration, for instance, has established a departmental consulting service and regularly offers workshop/seminars and publications dealing with program quality. However, much needs to be done on the problems of assessing quality.

Numerous attempts have been made to help assure program quality. National, regional, and professional accrediting agencies have established guidelines and, in some cases, minimal criteria of program quality, but the agencies and their efforts have met with only limited success and have drawn considerable criticism.

This paper is not a call for accreditation in the area of communication. It is rather an analysis of the traditional approaches to accreditation and to the rhetorical implications of such procedures. A means of establishing minimal qualifiable criteria for assessing the quality of master's programs in communication is proposed in order to improve the validity and reliability of criteria for assessing the quality of M.A. programs in communication.

Professionals in any academic area usually feel capable of determing guidelines and criteria for assessing quality. Agreement diminishes, however, when quantifiable minimums are applied. Such lack of agreement can usually be traced to such issues as:

1) The mission of the parent institution;
2) The mission of the parent college or school;
3) The purpose and goals of the department; and
4) The purpose and goals of the degree

These factors help account for many differences found in programs, such as entrance requirements, size of faculty, degrees held by faculty members, scholarly productivity, course offerings, class size, library holdings, program emphases, and institutional commitment. Because these factors vary from department to department within and among institutions, establishing minimal quantifiable criteria for assessing any given program or degree offering is difficult. Nevertheless generalized guidelines have been proposed for both the M.A. and the Ph.D. degrees. For example, James L. Fisher, President of the Council for the Advancement and Support of Education (CASE), has suggested the following items for consideration in assessing quality of master's programs:

1. The number of terminal degrees held by faculty and their geographical dispersion;
2. The nature of the student admitted to the program in terms of GRE scores, geographical dispersion, and number of provisional admissions;
3. The strength of the graduate program as reflected by student evaluation and student placement;
4. The commitment of the institution to individual programs as reflected by teaching loads and financial investment;
5. The vigor of the program as reflected by required core courses, research components or skills, thesis production, comprehensive examinations, and outside faculty serving on graduate committees;
6. The thorough comparison of similar and dissimilar programs;
7. The opportunity for or requirement of study in related departments; and
8. The use of standardized entrance examinations.[1]

Michael J. Pelczar Jr., President of the Council of Graduate Schools in the United States, on the other hand emphasized a program's relevancy to the real world and the competence of students to deal with that world. He cited such indicators as:

1. The student's ability to pass a licensure examination where applicable;
2. The stringency of admissions requirements;
3. The final level of academic achievement by the student, not the number of full or part-time faculty;
4. The assessiblity of library and faculty;
5. The achievements of students after leaving a program; and
6. The use of these and comprehensive examinations as internal evaluation techniques.[2]

Grover Andrews, Associate Executive Secretary of the Commission on Colleges, Southern Association of Colleges and Schools, presented a more varied list. Among his many items are:

1) consistency of departmental goals with institutional mission;
2) societal need for the program;
3) existence of an adequate pool of students;

4) availability of resources;
5) an adequate number of prepared faculty;
6) admission requirements;
7) level of financial support for graduate students;
8) opportunities for faculty and student research;
9) sufficient structure and flexibility of program;
10) sound standards; and
11) availability of student input.[3]

Paul Dressel, when discussing graduate program evaluations, maintained that a graduate program should consist of a common core for all students, one or two related areas, and a specialization.[4] Evaluators, therefore should consider

1) placement success and social needs;
2) adequacy of resources in terms of capable faculty and satisfactory research facilities (including library holdings);
3) the strength and size of the undergraduate program;
4) teaching load assignments;
5) admission standards and their enforcement;
6) external supervision of oral examinations;
7) program coherence and flexibility;
8) periodic use of outside consultants; and
9) cost of individual programs.[5]

None of these guidelines and rationales for program evaluation posit any kind of minimal quantifiable standards. The work of these authors and their respective organizations; while indicating a certain level of consensus regarding particular guidelines for evaluation of quality of programs and the lack of quantifiable minimum standards, implies that quality is essentially a philosophical issue or that evaluation criteria are intuitive and inseparable from the unique characteristics of individual institutions, colleges, departments, and programs.

The latter alternative appears to be the case. The North Central Association of Colleges and Schools Commission on Institutions of Higher Education, for example, states that:

The resources and organization of each institution must be suited to its individual purposes. The commission does not specify the extent of resources (human, physical, or fiscal), nor the way in which these are to be organized and used; each institution is judged against its own purpose.[6]

The rationale for not quantifying minimal criteria is clear. Accrediting agencies hold that it is neither possible or appropriate to set such criteria because each department within an institution must determine its purposes and goals in accordance with the mission of the university or college. Burns' seems to agree that regional accrediting agencies and the National Commission on Accreditation share the view "that an institution must control its own educational program and facilities."[7] An accrediting team or agency then evaluates not what is done in relationship to a set standard but according to what the parent institution sets forth as its overall goal or mission. In other words, the determination of quality is based on what a program says it is and does, not on what it actually is and actually does.

The implication for assessment of quality seems clear: quality is that which can be defined; therefore, assessment of quality becomes an assessment of an institution, college, or department's ability to articulate its mission and defend its programs. When thus understood, the importance of rhetoric in the assessment of quality becomes obvious.

Generally, the goal of an institution is to achieve accreditation for the next five or ten years. In order to gain the accrediting agency's stamp of approval the institution must prove, or successfully argue, that it is accomplishing its goal or mission. Stephen Toulmin would label that portion of the argument as the claim.[8]

Approximately two years prior to the arrival of the accrediting team the institution begins gathering information about its administration: organizational charts, governance procedures, personnel handbooks, budget summaries, and committee structure. Regarding instruction, information is collected about the number, training, rank, and scholarly productivity of faculty members by department, the number of classes taught and offered, average class size, advisement loads, etc. Information gathered about students includes their entrance scores, geographical dispersion, ethnic representation, counseling facilities, and extra curricular athletic and cultural opportunities. In Toulmin's scheme all such information would be called data or evidence.[9]

The key to the parallel development of the arguments is the warrant. Since the warrant is basically a principle which relates or ties the data to the claim, the more demonstrable the warrant the stronger the argument.[10] In the case of accreditation or quality assessment, the warrant states or implies a relationship between the gathered data and the stated claim (e.g. an efficient administration with a good set of policies and procedures usually results in quality programs; or faculty who are well trained, publish regularly, and have two preparations usually reflect a quality program; or students with high ACT scores with diverse ethnic representation usually reflect a quality program). It should be noted here that each set of data can be used with its own warrant to support the claim of a quality program. It is also important to note that since warrants are inferential principles, arguments seldom deal with certainty but rather with probability.

To argue the probability that the data reflect a quality program we must determine the level of probability that the claim is justified. Toulmin referes to the probability, likelihood, or exceptions to the link between data and claim as the reservation(s).[11] The reservation, being field-dependent, requires that the exceptions be drawn from the same area as the data and the warrant. In this case the reservations or exceptions must come from the field of education in general or from the specific department in particular.

Typical reservations might be reflected by such statements as:

1) unless the policies and procedures are detrimental to the morale and academic well-being of the faculty;
2) unless the faculty all have the same

areas of expertise, or their research efforts are unrelated to their teaching area, or their preparations are in areas for which they have little or no training;

3) unless the entrance requirements discourage too many students, or the ethnic representation is incompatable with existing entrance requirements. Such reservations serve to decrease the strength of the claim of a quality program.

The degree to which the reservations create doubt about the soundness of a claim is what Toulmin calls the qualifier. A qualifier simply states how probable it is that the data and warrant justify a belief in the claim in light of the reservations.[12]

The analysis highlights the rhetorical nature of assessment or accreditation procedures and points to the need for additional research that focuses on the relationship between the evidence provided an accrediting body and the claim of a quality program. Such research could greatly strengthen the warrant and, thus, the accuracy of the final assessment of quality. By extention this analysis suggests the need for quantifiable criteria that can be directly correlated with quality. Until such criteria and correlations are established, the probability of making sound assessments of program quality remains low.

An examination of any of the accrediting associations' minimal criteria reflects predictable variations in the degree of specificity of the guidelines. However, these associations do set guidelines in most of the following areas:

1) admissions;
2) faculty;
3) curriculum;
4) evaluation; and
5) resources

Table 1 reflects a summary of the organizations' concern with each area and any quantifiable minimal standard.

A casual examination of Table I makes possible a number of conclusions. First, only NCATE uses "evaluation" criteria as a part of the accreditation process. Second, of the sixty-five listed standards or criteria only twenty-two are in any way quantifiable, of which eighteen are in the general areas of faculty and curriculum. Third, AACSB accounts for twelve of the twenty-two quantifiable criteria while contributing only fifteen to the total. Fourth, the most common quantifiable criteria deal with the percentage of classes in a curriculum or degree plan which must be for graduates only.

These conclusions suggest that most professional accrediting agencies differ with regional agencies regarding evaluation, but they have the same problems as regional agencies in setting minimal standards. In addition the areas of faculty and curriculum appear more likely to be quantifiable. Finally, AACSB appears to be the most stringent and explicit of the agencies reviewed.

Similar conclusions were made by Peterson in a study of accrediting agencies commissioned by the Council on Post Secondary Accreditation. He found:

1) "a wide variation of standards among the agencies;[13]
2) "the standards, themselves, vary widely in purpose, content, nomenclature, format, and style,"[14]
3) "Quantification is used by some agencies primarily in formulating standards on faculty and, to a lesser extent, on educational programs."[15]
4) "accrediting standards are becoming more and more qualitative in their requirements;"[16] and
5) "at the present time accrediting standards concentrate almost exclusively on follow-up studies of graduates."[17]

Prior to developing a plan for determining minimal quantitative criteria I want to address the issue of formal accreditation by professional agencies. Ralph A. Burns believes that the purpose of any accreditation is to raise the general level of higher education by promulgating standards of quality or criteria of institutional excellence and by approving or admitting to membership the institutions that meet those standards.[18] Robert Haywood maintains that the American system of accreditation is anything but voluntary: *regional (institutional) accreditation is absolutely essential and consequently non-voluntary, professional (program) accreditation can be avoided in some areas, but the cost is morale, prestige, funds and other discriminations means that all who think they can meet the minimum step forward as promptly as possible.*[19]

Haywood also maintains that the public, including the higher-education-community, does not know what the minimal standards are: "The reality is that what universities seek is an endorsement, not minimal standard acceptance."[20]

Haywood further discusses accrediting costs in terms of time (six months to a year and a half), human resources, and tax dollars--a high price for a few pages of generalized praise or blame.

Other problems also exist. Mandated minimal standards imply that quality education will result if the standards are met or exceeded, but that has not been established. Beyer and Snipper, in their analysis of objective indicators of quality in graduate education, concluded that *since different objective indicators were the most important discriminants or correlates of quality in different fields, there is no assurance that any particular list of variables would be adequate to pridict quality across all fields and disciplines.*[21] They later apply this conclusion to such factors as number of faculty, training of faculty, and level of funding.

Any professional organization desiring to establish minimal quantifiable criteria must allow for considerable variation in the missions of universities. Without such allowances many institutions will conclude that the standards are not applicable, or that they are unreasonable, capricious, arbitrary, or demeaning. If standards are viewed in this manner their impact and purpose may become diluted or lost. Individual departments may have similar reactions with similar consequences.

The difficulty of devising an encompassing set of standards is evident in the field of communication grounded as it is in such diverse areas as the humanities, the behavioral sciences, business, and the physical sciences. Should such diversity be ignored the

TABLE I

Summary of Accrediting Agency Standards

	NCATE		NASM		ASHA		AACSB	
	Concern for Area	Minimum Standards	Concern for Area	Minimum Standards	Concern for Area	Minimum Standards	Concern for Area	Minimum Standards
Admission Standards	Yes	1. None	Yes	*1. B.A.	No		Yes	*1. B.A., GMAT+GPA *2. Only 20% provisional
Faculty Training and Teaching Load	Yes	1. Ph.D. or demonstrated competence 2. Scholarly activity. 3. Normal institutional teaching load 4. Considers service load	Yes	1. No degree specification *2. Two hours classroom=three hours private instruction 3. Normal institutional load or equivalent	Yes	1. Normal teaching load *2. One Ph.D. in area of accreditation *3. NSHA CCC holder in Path. and Aud. *4. Student-teacher ratio of 1:6. 5. Show time allocation	Yes	*1. 80% Ph.D., DBA, JD, LLB, or M.A. + CPA *2. 75% Ph.D. or DBA *3. 75% full-time faculty *4. Average 25 students/class *5. 12 credit hr/wk teaching load *6. 3 preparations *7. Preparation in only 2 fields
Curriculum of Degree Plans	Yes	1. Areas of content, behavioral studies theory 2. Research methods 3. Student participation 4. Individualization *5. No credit for remedial work *6. ½ classes for graduates only	Yes	*1. ½ class for graduates only *2. Comp. exams 3. Participation in ensembles *4. Thesis: depends on area 5. Language: depends on area 6. Public recital	Yes	1. Allows holding of CCC in area of accreditation	Yes	1. Core courses *2. 90% of courses for graduates only (MBA) *3. 66% of courses for graduates only (non-MBA
Evaluation	Yes	1. In progress 2. Upon completion 3. After graduation 4. Program review 5. Long range planning	No		No		No	
Resources	Yes	1. Sufficient library *2. Instructional media center 3. Other physical resources and facilities	Yes	1. Library commensurate with program offered 2. Classrooms 3. Studios 4. Practice rooms 5. Auditoriums 6. Storage 7. Instruments 8. Phonographs 9. Recording equipment 10. Maintenance budget	Yes	1. Adequate library 2. Equipment 3. Physical facilities 4. Instructional materials	Yes	1. Adequately funded & used library 2. Communication between libaray and Business staffs *3. Holding reflect standard bibliographies

* = Explicit minimal requirements

applicability of standards to the field of communication will be minimized. Obviously problems arise within a department that offers degrees or emphases in several areas (like rhetoric and public address, organizational communication, journalism, mass communication, oral interpretation, theatre, interpersonal communication, or cross-cultural communication); but clearly some overlap among the areas unites them into a general field of knowledge. Thus, it is possible to establish quantifiable standards that are applicable to departments as a whole.

On the other hand, a field as diverse as communication may be justified in developing a set of minimal standards for each area in addition to general standards. But any recommended minimal criteria must be tested to determine their relationship to the quality of education and the preparation of the student. Only valid criteria should form a basis for accreditation.

Neither the ACA or the SCA is in a position to develop accrediting procedures or standards.

Table II is a form which reflects a general format widely used when trying to list a variety of possible criteria.

The three listed degree foci of High School Teaching Emphasis, Community-Business Employment, and Preparation for Ph.D. suggest one dimension along which program differences can be recognized. Others could be suggested.

The five groupings labeled Admission Standards, Faculty, Curriculum, Student Evaluation, and Resources are typical of accrediting guidelines. They are not meant to be definitive, but are starting points in identifying and isolating variables appropriate to communication. Others could be considered.

The section on Admission Standards provides minimal standards regarding degree level, GRE and/or Miller Analogy entrance exam, undergraduate GPA, number of recommendations required, and appropriate non-communication majors for a M.A. Program in the field.

The faculty section gives the minimal preparation of the departmental faculty, the minimum number of graduate assistants in a department, faculty teaching load, scholarly productivity per faculty member, and the minimum areas of specialty required of the total faculty as reflected by their graduate work or competencies.

The curriculum section shows the percentage of courses reserved for graduate students in a curriculum or degree plan, the minimum number of credit hours required for research excluding thesis, minimum number of credits for a research tool (i.e. statistics, foreign languages, historiography), and desirability of comprehensive examinations and theses.

Student Evaluation covers the testing of student achievement while in progress, upon completion of a degree, and after entering the job market. Program review compares degree plans with departmental criteria.

Resources focuses on minimal size and use of library holdings, minimal computer facilities and packages available for communication research (including assistance to faculty and students in using computer facilities), and minimal laboratory space and equipment. Table II does not reflect any quantifiable minimal standards.

The following is a list of recommendations regarding establishment of quantifiable minimal criteria:

1. ACA or SCA should organize and sponsor workshops for the purpose of setting standards;
2. ACA or SCA should conduct national surveys of departments which offer M.A. degrees;
3. ACA or SCA should make the issue of minimal standards a part of the national, regional, or state conventions;
4. ACA or SCA should conduct national surveys to collect data as the basis for establishing a set of minimal standards.

Surveys should be used to determine the relationship between the recommended standards and the demonstrated quality of student performance in each degree program. Such findings would help establish the validity of the measurement tool or alter it where necessary.

The following is a partial list of potential uses for the resulting standards.

1. The development of five or ten years plans for a department. (The use of the minimal standards should add credibility to the department's future plans and requests for institutional support.
2. The development of arguments relating to the faculty loads, qualifications, and increases.
3. The development of arguments justifying existing program costs.
4. The evaluation of current programs, goals, objectives, and purposes.
5. The development of arguments for increased institutional support in the human, physical, and fiscal areas.

The issues addressed here are not unique to communication programs; however, in a time of accountability and self-justification, a program needs all the data possible to defend itself in the face of severe financial constraints. It is on the basis of these pressures that the advocated minimal standards are needed.

TABLE II

Table for Computing Minimal Standards in M.A. Degrees

	Degree Focus		
Criteria	H.S. Teaching Emphasis	Community-Business Employment	Preparation for Ph.D.
Admission Standards			
1. Degree level			
2. GRE			
3. Miller Analogy			
4. GPA			
5. Recommendations			
6. Accepted Non-Communication majors			
Faculty			
1. % Ph.D.			
2. % M.A.			
3. #Graduate Assistants			
4. Teaching load (credit hours)			
5. Maximum class size			
6. # of preparations			
7. Scholarly productivity (amount)			
8. Needed areas of specialty			
Curriculum			
1. % Graduate only classes			
2. Research component (# credit hrs)			
3. Research tool (# credit hrs)			
4. Comprehensive exams			
5. Thesis (required, recommended, optional)			
Student Evaluation			
1. Student progress			
2. Upon completion			
3. Post graduation			
4. Program review			
Resources			
1. Size library holdings			
2. Computer packages			
3. Computer assistance			
4. Research lab			
5. Recording devices			

Footnotes

[1] James L. Fisher, "Establishing Quality Criteria in Master's Programs," *Proceedings: The Assessment of Quality of Master's Programs*, (University of Maryland University College, 1979), pp. 54-57.

[2] Michael J. Pelczar, Jr., "Welcome Address," Unpublished presentation, (University of Maryland University College, 1979).

[3] Grover J. Andrews, "Traditional vs. Nontraditional Master's Programs and their Relationship to Quality Standards," *Proceedings: The Assessment of Quality of Master's Programs*, (University of Maryland University College, 1979), pp. 64-65.

[4] Paul Dressell, *Handbook of Academic Evaluation*, (Washington: Jossey-Bass Publishers, 1976), p. 323.

[5] *Ibid*, pp. 319-328.

[6] "Meaning of Accreditation," *1978 Statements*, (North Central Association of Colleges and Schools, 1978), part b.

[7] Ralph A. Burns, "Accreditation," *Handbook of College and University Administration*, ed. Asa S. Knowles, (New York: McGraw-Hill Book Company, 1970), p. 247.

[8] Stephen E. Toulmin, *The Uses of Argument*, (Cambridge University Press, 1958), p. 97.

[9] *Ibid*, p. 97.

[10] *Ibid*, p. 98.

[11] *Ibid*, p. 101.

[12] *Ibid*.

[13] Dorothy G. Petersen, "Accrediting Standards and Guidelines: A Profile," *Educational Record*, 59, 1978, p. 306.

[14] *Ibid*.

[15] *Ibid*, p. 309.

[16] *Ibid*, p. 310.

[17] *Ibid*, p. 313.

[18] Burns, "Accreditation," p. 235.

[19] C. Robert Haywood, "The Mythus of Accreditation," *The Educational Forum*, 38, 1974, p. 226.

[20] *Ibid*, p. 227.

[21] Janice M. Beyer and Reuben Snipper, "Objective Versus Subjective Indicators of Quality in Graduate Education" *Sociology of Education*, 47, 1974, p. 552.

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J. M. Beyer and R. Snipper, "Objective Versus Subjective Indicators of Quality in Graduate Education, *Sociology of Education*, 1974, 47, 541-557.

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North Central Association of Colleges and Schools, "Meaning of Accreditation," *1978 Statements*, 1978.

M.J. Pelczar, Jr., "Welcome Address," Unpublished presentation at *The Assessment of Quality of Master's Programs*, University of Maryland University College, March 2, 1979.

D.G. Petersen, "Accrediting Standards and Guidelines: A Profile," *Educational Record*, 1978, 59, 305-313.

S.E. Toulmin, *The Uses of Argument*, Cambridge: Cambridge University Press, 1958.

"THE RHETORIC OF QUALITY ASSESSMENT:" A "NO" VOTE

Samuel L. Becker

I disagree totally with Ashmore's four major recommendations. I question their value for the short-range goals he proposes at the end of his paper, and I question their value for improving either our field or higher education in America. I oppose the thrust of his argument for three reasons:

1. It is inconsistent; it fails to recognize that the varied goals he praises in one part of his paper are incompatible with the minimum standards he espouses in another.
2. It assumes that quantitative data are superior to qualitative judgments.
3. It fails to appreciate the fact that the greatest strength of American graduate education, including graduate education in communication, is its tremendous heterogeneity.

I will briefly expand on each of these points.

Inconsistency of varied goals and minimal standards. If I understand Ashmore's argument and his use of Toulmin, there is a constant and radical shifting of ground throughout. At some point he argues that individual goals or outcomes of a program are the *warrants* which allow an evaluation team to examine *data* in order to arrive at the *claim* concerning whether the program is good or sound or accreditable. At other points I believe he is arguing that the minimum levels of his previous data--his *minimal standards*--are the warrants. To put this in another way, I believe that he shifts back and forth from "qualifiable criteria" to "quantifiable criteria."

Whether I understand the intended uses of Toulmin or not, the important point I want to make is that the "considerable variation in the missions of universities" that Ashmore praises at one point in the paper is incompatible with the "minimal standards" he advocates in another. I can conceive of no "minimal standards" that are appropriate for all communication programs, even those offering degrees in the same area. For example, on what philosophical bases can we say that an institution has no standards if it admits M.A. candidates whose GRE scores total less than 1,000? On what philosophical bases can we say that an institution has no standards if it hires many faculty members who have substituted professional experience for the Ph.D. degree--or, perhaps, even for the B.A. degree? Who is it who knows the "right" way to help young people become productive scholars, or great teachers, outstanding television directors, or fine actors? The two greatest acting teachers in America today--Lee Strasberg and Stella Adler--work in precisely opposite ways, and yet both apparently get outstanding results. And interestingly, both claim to be following the Stanislavsky method.[1]

In short, though we might find it useful to use analytical categories in evaluating communication programs, we must be wary of imposing common minimum standards on all of them. Whatever standards we use for a program must be closely tied to the goals of the department and institution offering that program. Criteria need to come from *institutional* judgments of what is important, and standards (or warrants) ought to build around those judgments.

The most vivid and persuasive example of the way in which "standards" have inhibited heterogeneity and quality through discouraging educational experimentation can be seen in the operation of some of the accrediting groups now operating in education, especially in fields such as ours where accreditation makes no sense. Journalism, I believe, is a good parallel to our field. It was only recently that one of the most imaginative and potentially productive experiments in journalism education was killed because it did not include the usual sorts of reporting courses and did not depend sufficiently on faculty members who had had "practical" experience in journalism. This ill-fated program made the mistake of preparing students to change and improve newspapers, instead of preparing them to create newspapers in a way the accreditors understood, in a way they had learned when they were in college.

Quantitative vs qualitative criteria. As a social scientists, I am a strong advocate of counting almost anything that is countable--*almost* anything. But, despite Ashmore's claims, quantifying the quality of an M.A. program makes little more sense than quantifying the quality of a painting. It can be done, but to what end? Does it make sense to quantify faculty dedication? Or the difference between solid and soft comprehensive examinations and theses? How should we quantify the wisdom of the decision by the faculty at the University of Minnesota that they could serve their community better by focusing their M.A. degree on organizational communication and designing and scheduling courses for the convenience of working people in that region?

Compare these to the kinds of criteria Ashmore mentions: GRE entrance exam scores, undergraduate GPA's, number of recommendations required for M.A. candidates, number of graduate assistants in the department, minimum areas of specialty required of the faculty, minimum number of credit hours required for research, minimum number of credits for a research tool, etc.

Heterogeneity. Heterogeneity is the greatest strength of American higher education and we need to struggle against all of the forces in our society that threaten to reduce it. The "minimal standards" which Ashmore proposes are not only inconsistent with the varied goals of communication programs that he agrees are important, they are bound to be a homogenizing force. The *goal* of standards--in fact, the *definition* of "standards"--is uniformity.

The goals of M.A. programs in our field are tremendously varied, even more than Ashmore suggests, and the goals of students in those programs are even more varied than the programs themselves. For example, he mentions as one focus of M.A. degrees in our field "Community-Business Employment," but how can we possibly conceive the programs as having a common focus which prepare students to work in corporate communications, television production, communication research, marketing, advertising, management, preaching, and playwriting? Within many of these, we could have quite different programs designed for students fresh out of a B.A. who are preparing for their first job, ones designed for people with some years of professional experience who are returning to campus for intellectual sustenance and a leg up into management, or ones designed for students from other countries whose professional needs are often quite at variance with those of students who seek jobs in this country.

In the book, *Graduate Education in the United States*, in which he points out "the historical fact. . . that degrees are not strengthened as a matter of requirements adn standards,"[2] Bernard Berelson quotes a graduate dean who probably described the Master's degree in America most accurately. "The Master's degree," he said, "is, at present, a bit like a streetwalker--all things to all men (and at different prices.)"[3] Whether that is a good thing for streetwalkers I do not know; but I believe it to be a splendid state of affairs for the M.A. degree.

Accreditation. I have reacted rather strongly to Ashmore's paper because, despite his disavowal, I perceive the underlying theme of his paper to be that our field should move toward the establishment of accreditation procedures, and I oppose accreditation. I believe that it would be a serious blunder for us.

Not only does accreditation for our field make no philosophical sense, it does not make political sense in the 1980s. If this were the 1950s, accreditation could bring about political gains, even though it would still make no sense philosophically. But that train passed and we did not get on. It is coming back the other way now. College administrators have begun to realize that they have been had by accrediting groups. The argument that a department needs more faculty, more laboratory space, lower teaching loads, etc. in order to be or remain accredited is no longer persuasive.

Appropriate criteria for the assessment of M.A. programs. At the close of his paper, Ashmore suggests that the sorts of data accrediting groups gather and the sorts that he proposed we gather will help programs in our field defend themselves in the face of severe financial constraints. I suggest to you that they will not. I suggest, rather, that there are three things which I will help most of our programs in the 1980s when we are facing these constraints, and *none of them has a necessary relationship to a program's quality.*

1. If our programs continue to attract students, while enrollments fall in other departments;
2. If those students are vocal supporters of our programs while they are in them and, even more important, after they graduate; and
3. If the faculty distinguish themselves by publishing a great deal of important work in the major journals of our field.

I want to stress again, these three condition have *no* necessary relationship to the quality of a particular program. However, if they occur, no department will need to worry about justifying itself with any set of arbitrary criteria developed by an outside group.

In this paper, I probably have given the impression that I oppose program evaluation and justification. I do not mean to do so. Though I disagree with many of the particulars of Ashmore's paper--or, at least, my interpretation of those particulars--I strongly second his call for program evaluation and justification. I would base the evaluation, though, on criteria such as these:

1. Does a department accurately and effectively communicate to prospective students what sort of program it has and what can and cannot be done in it? To put this another way, I support a truth in advertising criterion. One sign of whether a department is honest in this way is whether it can show that it has discouraged bright students from enrolling because their goals were not consistent with those of the program.
2. Is there reasonable flexibility within a program to maximize the gain for each student?
3. Related to #2, we need to ask whether the faculty's surveillance or supervision of students' programs is consistent with the degree of flexibility permitted. Clearly, the more flexible the program, the greater the supervision and guidance by faculty that is demanded.
4. How often does the faculty evaluate and consider revision of the program and curriculum?
5. Is the program making full use of its faculty's particular strengths and compensating adequately for their particular weaknesses?
6. Are the goals of the program consistent with the needs of the institution's clientele? State institutions, for example, have special responsibilities:
    a. Teachers who need the M.A. degree for improvement and advancement;
    b. Professional training in areas in which such training is not offered by undergraduate colleges.
7. Is the department attempting to develop something unique, as well as valuable, or is it just like the scores of other M.A.

programs in our field that one can find all over the country?

In short, let us not try to make each M.A. program like every other M.A. program in the country, or evaluate it in terms of its similarity to others. Instead, let us do just the opposite. To the extent that we compare one program to another, let us value those that are most different and that proudly advertise that difference.

Footnotes

[1] Susan O'Malley, "Can the Method Survive the Madness," *New York Times Magazine*, October 7, 1979, pp. 32-40, 139-141.

[2] Bernard Berelson, *Graduate Education in the United States* (New York: McGraw-Hill, 1960), p. 189.

[3] *Ibid*, p. 185.

"THE RHETORIC OF QUALITY ASSESSMENT": A RESPONSE

Alvin A. Goldberg

Tim Ashmore's paper on "The Rhetoric of Quality Assessment" should be helpful to those who believe that we should inquire systematically into the quality of programs in our discipline. Ashmore suggests a worthwhile methodology that the ACA or the SCA could employ if one or both of those organizations decide that they could strengthen the discipline by formally identifying and recommending qualifiable minimal criteria that departments or institutions could use to evaluate their communication programs.

One problem I had with Ashmore's paper was trying to determine how he feels about accreditation. I do not believe that the stature of any of our academic programs would be improved through any kind of ACA or SCA accreditation procedure and I have no idea if Ashmore agrees with me or not. On Page 7 of his paper Ashmore says in a one-sentence paragraph, "Neither the ACA or the SCA is in a position to develop accrediting procedures or standards." The remainder of the paper which deals with how general and minimal standards for evaluating communication programs might be developed suggests that such standards would be valuable "in a time of accountability... self justification... and severe financial restraints" to departments that have to defend themselves. I agree with that. However, earlier in the paper he implies that these standards would be valuable not only in the development of good arguments in support of our programs, but as a "basis for accreditation."

I am not convinced that an "in house" accreditation procedure would be helpful to us. The self-serving nature of such a procedure, especially in a discipline that is not primarily concerned with health or child care, is readily perceived by administrators and faculty in other disciplines and sometimes greatly resented. I have served on committees that have had to deal with accrediting groups in nursing, speech pathology and audiology, and education and at times our campus programs in those areas were hurt, it seemed to me, more than they were helped by the outside agencies. It is one thing to support one's request for additional resources by referring to a set of standards established by a national association, and quite another to support the request by warning that a loss of accreditation is at stake. I believe that our discipline would lose more than it would win with the latter strategy.

The Ashmore paper is concerned with the question of program quality and the rhetoric associated with it. The attention Ashmore gives to criteria for evaluating communication programs and to how they can be established and applied is understandable and appropriate. And the lesson he gives in how to argue one's case is helpful. However, as all of us in speech communication know, the effectiveness of our rhetoric is influenced not only by the strength of our claims and our warrants, but by our credibility and the credibility of our discipline as well. If we are not careful, we could easily deceive ourselves into believing that meeting a set of criteria, either local or national, will save and protect us. It will not. Meeting such legitimate criteria as decent admission standards, a well prepared faculty, a reasonable teaching load, an appropriate number of courses in each specialty and the like is necessary. But it is not sufficient to protect a program, especially during a period of adversity. In addition to meeting appropriate academic criteria, if our communication programs are to survive we need credibility both as scholars and as a discipline. We also need power.

The experience we had a few years ago at the University of Denver is a case in point. Enrollment at D.U. was 9300 in 1970 and then it began to slip. By the middle 1970's we were down to about 8000 students. The greatest loss was in the College of Arts and Sciences where freshmen enrollments were down by almost 50%. Because of this, and for other reasons as well, the college was required to reduce its budget by close to half a million dollars. A College Priorities Committee was appointed and its members were asked to recommend where those cuts should be made. That committee decided initially against an across-the-board reduction in faculty. It opted instead to explore the possibility of recommending the elimination of entire departments so that most of the remaining departments could maintain their status quo or perhaps even be strengthened in the process.

The Committee proceeded to identify disciplines that its members felt were not central to a college of arts and sciences.

Centrality to that committee had little or nothing to do with the strength or quality of a program. Centrality was associated instead with the ethos of a discipline. Hence, no matter how poor the faculty or the curriculum of some departments, those departments were certain to be retained because the committee felt that no respectable college of arts and sciences should exist without them. But the committee was of the opinion that a college could exist without a department of speech communication (or a department of religion, anthropology or geography) and the battle lines were drawn.

We had no problem convincing the committee that we met with flying colors most of the criteria Ashmore refers to in his paper. They conceded after our first major encounter that we had one of the most productive faculties on the campus, that the national reputation of our department exceeded that of practically every other unit at D.U., that we had intense student support, that our faculty members chaired or were members of most major committees and governing groups on campus, that we had grown in enrollment while almost every other department in the college was losing students, etc. But we were still speech communication, not philosophy or history or physics. So meeting the commonly accepted criteria for judging programs was fine. It simply was not enough.

One conclusion I have drawn from this experience is that in our discipline especially, quality must be equated with scholarship. Collectively, we must do everything we can to see to it that our scholarship is so strong and important that it cannot be ignored or dismissed by our colleagues in other disciplines. A second conclusion is that in addition to scholarship and in addition to meeting the kind of criteria Ashmore refers to in his paper, our programs will survive best if we have power.

The Priorities Committee ultimately changed its mind about us and decided not to recommend our elimination. It reversed its position for many reasons. It could not completely ignore the productivity of our faculty or the strength of our academic programs. But just as important, in my opinion, as our ability to meet so well the usual criteria for judging departments, was the fact that we put on a remarkable display of power. In addition to the high level positions our faculty held on the University Senate, on college governing committees, and on other important campus bodies, and in addition to pointing out that the work of our department was important to other departments on campus, we were able to secure the active support of major industries, of members of the Board of Trustees, of members of our discipline, and of our alums. We bombarded our administration with so many telegrams and letters of support that the university had to hire additional secretarial help to respond to them all.

I would like to thank Timothy Ashmore for his excellent paper and I suggest that we seriously consider a number of his recommendations to us. I also suggest that in doing so we see to it that the additional concerns of disciplinary credibility and departmental power not be ignored.

QUALITY ASSESSMENT: AN INSIDER'S VIEW

John Sullivan

Last spring a committee of senior faculty from within my own institution conducted a review of my department; next fall our program will be scrutinized by visitors from within the field of speech communication. Much of what I have to say today will be colored by having sat on the anxious bench once and by preparing to do so again. In today's academic world two evaluations in three years usually signify a department in deep trouble; surprisingly that was not and is not the case at the University of Virginia. Now we are by no means on the Dean's "most favored" list but neither are we like a slum building marked for destruction to supply needed space to expand other enterprises. The first evaluation took place at the department's request. The second is part of an ongoing series of evaluations done under the auspices of the Dean of the Graduate School and the Center for Advanced Studies. The former was a highly unusual effort, the latter falls into the ordinary category.

Since this portion of the program is devoted to "insiders" looking at the evaluation process, I want to share with you some of the thoughts I have as a result of undergoing the first evaluation and some of the ideas I have concerning the second examination. In doing so, perhaps unfortunately, I will part company with Ashmore's paper and its proposal rather quickly. In the first evaluation the questions raised concerning the department had little to do with minimal quantifiable standards of quality for reasons which will soon become apparent. If the pattern established for evaluations of the second type holds true, quantifiable indices of quality will not be a factor.

To understand why the department called for the internal evaluation and its relationship to the upcoming scrutiny of our program it is useful to know a few things about the program at Virginia and about the university it serves. One of only three departments within the College of Arts and Sciences which does not offer a Ph.D. degree, speech communication is also one of the newest administrative units at the university having split with drama to become a separate department less than ten years ago. By and large programs in the humanities are stronger than those in the social sciences at Virginia; this same emphasis is reflected in the allocation of the ten lines within the department. Seven faculty positions are devoted to rhetoric and public Address, two to communication theory and one to intercultural communication. Only three faculty members are tenured. The university enrolls approximately 16,000 students, about 8,000 of whom are in undergraduate Arts and Sciences. The university has decided not to increase enrollment any further; consequently in the future we can expect few, if any, new faculty lines unless a decision is made to reduce the size of some programs to accomodate growth in others. The department has slightly over one hundred majors and fifteen M.A. candidates. Both programs meet the State Council of Higher Education productivity standards.

The First Evaluation

A number of factors led the department to request an evaluation by senior faculty from other departments within the university.

We recognized that an institution which planned to hold enrollments at a fixed level would soon have to devise standards for the allocation of scarce resources and that in the normal course of events the prestigious departments would most likely play an important role in setting up those standards. Small departments, not of the first rank, would have little to say about the process. It was important for us not only to get an assessment of where we stood within the institution prior to such standard setting but also for us to be evaluated in the least hostile environment possible. If such an assessment could point out positive aspects of our program and suggest ways to assure their continuance then the department would be on firmer footing in future more formal evaluations.

We recognized too that at Virginia as well as at many other institutions our field was not only poorly understood by many of our colleagues, it was also suspect in the eyes of some. As Robert Kully pointed out in the April, 1978, issue of the ACA *Bulletin* after surveying the attitudes of administrators in California toward our field: *If administrators and trustees have such negative attitudes about the discipline as a result of misconceptions, misinformation, and myths about the field, we will have little success trying to convince policy-makers, including resource allocation committees and curriculum committees, that speech communication is an essential part* *of the university curriculum and that speech communication is a solid and basic academic discipline.*

We realized further that some of our colleagues had good grounds for their objections; not all were founded in misconceptions, misinformation, and myth. As a discipline we publish less both quantitatively and qualitatively than do our colleagues in other humanities and social science departments. We win fewer fellowships and awards than they do. We are not even viewed as a discipline by many who will possibly evaluate us. Whatever the validity of the Cartter Report, for example, speech communication was not one of the twenty-nine fields surveyed. Speech communication still has been unable to secure membership in the American Council of Learned Societies. For whatever the reason, we recognized that we represented a field which was in a vulnerable position when and if a formal evaluation procedure was instituted to regulate resource allocation. By requesting an internal evaluation we hoped not only to be able to deal with problems concerning our field, but also to show the importance of our particular program to the university community as a whole.

A third factor also supported our call for an inside evaluation. In an institution in which the Ph.D. is the highest degree offered by most departments, school wide examinations of programs are likely both to pay less attention to, and to view negatively, those which do not offer such a degree. By calling for a special evaluation we were able to emphasize the uniqueness of our program without facing the prejudice which might exist otherwise.

Although other factors such as the relative weakness of the senior faculty played a role in requesting an evaluation, the fourth major reason for calling for the examination of the department had to do with the likelihood that even though the Dean would appoint the committee, we would have an opportunity to help in setting the questions to be asked and to aid in choosing those to whom they would be put. Both assumptions proved to be true. Like any such evaluation the credibility of the report rested in a major part on the prestige of the committee. With one exception those recommended by the department either held chairs, were chairman of major departments and had served on either or both the Tenure Committee and the Dean's Advisory Committee which approves hires at the tenured level. The important point was that the department had an opportunity to shape the environment in which the evaluation took place.

We knew that all evaluations are risk-taking exercises; recommendations can be both positive and negative. At the outset we realized that the master's program was perhaps our most vulnerable spot but we felt that by having the department reviewed in the manner we did we might possibly create an environment in which the department program as a whole might not only be viewed as essential but also as worth improving. By taking such an initiative we felt that we might have an opportunity, not normally available, to convince important colleagues of our worth. At the same time, in a friendly environment we might be able to determine more clearly the issues likely to emerge from the administration when a team from our field visits next fall.

Findings

The following items are drawn from the evaluation report:

1. The Field and the Department: *The field of Speech Communication is neither coherent nor invariably rigorous intellectually, the Virginia department is unusual, in limiting itself so largely to an emphasis in rhetoric and rhetorical theory. If rhetoric is not a discipline it is a point of view, and the emphasis is both respectable academically and a force for coherence in the department that the field of Speech Communication lacks on a national scale.*
2. The Undergraduate Program: The major "appeals to some of our best humanities and social science students..."; it is "popular" and "receives sound and careful direction." *The major is a 'natural' for the basis of an educational grant application to develop new directions in interdisciplinary humanities study.*
3. Public Speaking Courses: "The number of public speaking sections ought to be increased." (The department now offers slightly over forty sections per year and turns away enough students to fill approximately fifteen more each semester. M.A. candidates teach public speaking after a full semester internship.)
4. Forensics: The program offers "beneficial training" for undergraduates and ought to be upgraded.
5. The Master's Program: "The department should be encouraged to discontinue the program." "In contrast to the undergraduate program it is undistinguished and it constitutes by and large, a teaching overload for the faculty." If such action is taken, special criteria for promotion within the department ought to be defined and sanctioned.
6. Hiring: Consideration should be given to hiring an additional faculty member at the tenured level.

Implications

While it is too early to talk precisely about what the full impact of the internal evaluation will be, let me share some preliminary results with you as well as some conjectures about the process of evaluation itself:

1. Our suppositions about the field itself held true even with a committee that was likely to be more sympathic than any allocation group within the university. So too did our belief that an M.A. program within a doctoral granting institution would be highly suspect. We hope that the self-fulfilling prophecy was not at work here. Despite those assumptions the report and the committee's subsequent meetings with the Dean gave credibility to the department that it lacked previously. If we are not now in the essential category, at least on the undergraduate level, we are certainly in a position of greater strength than we were

prior to the evaluation. On this point it is instructive to recall Roy Wood's comment in the April, 1978, ACA *Bulletin*: "Whatever the technique, a strong or ever growing undergraduate program is a terribly important defense." As one committee member told me *even though I'm still not sure what precisely your discipline is, the fact that so many good students I know are either double majoring or taking courses in your department convinces me that not only are you doing something right, but also that it is important educationally.*

2. Somewhat surprisingly, despite the committee's suggestions regarding the M.A., that program appears also to be in better shape following the report. It has always met State Council of Higher Education guidelines for productivity. In meetings following the report the committee and the Dean appear to have recognized that the department program is so designed that phasing out the M.A. would not make faculty lines available for other enterprises but would hamper the department's effectiveness in supplying well thought of service courses. In part because of the internship and the opportunity to teach, graduate students see the M.A. program as serving their needs and enhancing their career opportunities. Undoubtedly the integrated undergraduate and master's programs will get a close look in next fall's evaluation. The fact that we are beginning to attract students trained in other disciplines is an important plus.

3. While institutional judgments of what is important set the general guidelines and tone for any evaluation, departments, by the concerns they raise and the data they produce, can often shape the priorities of the reviewing committee. By requesting the first evaluation ourselves we were able to focus the concerns of the committee and thus in part control the kinds of judgments and choices to be made. The results enhanced the credibility of the department along important faculty members outside our discipline and will serve as an important piece of evidence in future examinations of the program.

4. The inside evaluation has helped the department to pinpoint concerns which will undoubtedly be raised when members of our field visit us next fall. It has given us a concrete agenda for program development as well as a guideline by which future reviews may measure not only the performance of the department but also that of the university administration.

5. This pre-review allowed the department to tap and measure concerns within the institution which might ordinarily have escaped even the most experienced external review team during a relatively brief visit. It also will be of benefit to the department in recommending individuals who will serve on the formal visitation team.

The Second Evaluation

It should be obvious at this point that one of the reasons for the first evaluation was to condition the environment for the second, more formal, examination. We believe that because of the first survey the second will be less painful and possibly more productive than might otherwise be anticipated. Most of the information for next fall's visit has already been obtained and the present program has been tested. We should be able to supply the visiting team next fall with better and more sophisticated materials.

Two problems clearly remain a concern. The first has to do with field credibility. By establishing the validity of what we do among respected senior faculty from other departments, we feel that we have prepared the way for evaluators from within our field whose disciplinary interests are similar to our own. In doing so, we have enhanced the possibility that their report may carry more wieght than might have been expected. Since the second evaluation will be held under the auspices of the Dean of the Graduate School, we feel that without the perspective obtained from the first report any judgments made by the visiting team might have been potentially harmful to the program as a whole. Without the direction provided by the first assessment, the evaluators might well have concentrated solely on the graduate program.

Final Comments

It seems apparent that in the future the rationale for and type of evaluation which departments are likely to undergo will change radically from those with which we are most accustomed. No longer will many of us be examined in order to determine ways to strengthen our program through the allocation of new resources. In fact many of us have never really been examined at all. Now many institutions will be looking for new ways to obtain or to preserve scarce resources. In such an environment internal evaluations will become both more frequent and more important. They will be most likely supervised by faculty outside our discipline and the standards employed will have more to do with institutional goals and values than with the concerns of a particular field. They are apt to be partial in nature, to focus on questions like "should the department be allowed to fill a vacancy?"

In such an environment it will become increasingly difficult for a department to assess the quality of its program without placing it in peril. I expect that visiting teams in some instances will be viewed as members of a special interest group more concerned with preserving their way of doing things than with aiding the institution they visit. While the request of the department at Virginia for a quasi-formal evaluation sprung from different motives, what we have done might well serve as a model for measuring a department's worth to the academic community outside of the resource allocation structure which will undoubtedly arise in most institutions. It will allow for a measure of both quality and utility where it matters most and perhaps will allow for a more collegiate environment than one might expect in the future.

EVALUATING SPEECH COMMUNICATION
GRADUATE PROGRAMS

James H. McBath

"Quality is the heart of graduate education," said the National Board on Graduate Education, in calling for improved and diversified quality indicators.[1] With intensified competition for scarcer resources, it is inevitable that academic programs will be appraised for their relative contributions to the institutions of which they are a part. Because graduate programs are the most expensive to maintain, they will be examined first and most closely.

In order to assist speech communication departments prepared for assessment, this essay will discuss standards and methods for evaluating graduate programs in our field. While the emphasis here is on doctoral education, the discussion, and recommendations are pertinent to master's programs as well.

Peer Reviews

The principal way graduate programs in speech communication are assessed is through internal or external reviews, although these processes often are combined.[2] *Internal* reviews normally are conducted under the auspices of the graduate school. Sometimes they are invited by the department; at other times the reviews are scheduled according to some plan of rotation, say, every six or seven years. Often the internal review is conducted in conjunction with an external review by professional peers. An internal review must be monitored carefully by the graduate school. In fact, one by-product of each internal review might well be systematic improvement of the reviewing process. A checklist of reasonable expectations of a program under internal review would include the following:

1. The review committee should be constituted so as to include a variety of disciplines and outlooks.
2. The inquiry should focus on criteria customarily employed by national review panels.
3. Graduate students as well as faculty members should be interviewed for estimates of the quality of the program.
4. Previous graduate students should be asked if their graduate studies sufficiently prepared them for academic or nonacademic careers.
5. The work environment and resources, including laboratories and library holdings, should be considered.
6. Outside estimates of faculty quality and productivity should be obtained.
7. The committee should bring to bear on its assessment a knowledge of comparable data of other graduate programs at the institution.
8. Reviewers should seek information about the market for graduates of the programs.
9. The report should be factually accurate and complete; every effort should be made to verify the bases for generalizations offered.
10. The report should be written with care and evenhandedness, mindful of impact on both graduate students and faculty.

One internal review with which the writer is acquainted violated most of these precepts. The local committee was composed of members drawn exclusively from the humanities; even the graduate student representative came from the review chairman's department. Though inexperienced, except for service on campus, the panel employed neither national quality standards nor comparative data in their assessments. Departmental files were consulted for conventional information (GRE scores, GPA's, jobs of graduates, and the like), but the quest for objective information stopped there. Faculty research projects were not examined nor were student dissertations or convention papers. Graduate students were not interviewed; alumni of the program were not questioned. When asked about these omissions, the review chairman replied, "Well, we didn't think they could tell us anything we didn't already know." The central conclusions of a rigorous external review report--that the department was academically sound and had an excellent national reputation--were explained away. But even slipshod reviews of this sort, when done under the auspices of a graduate school, have an aura of official sanction. Upon receiving the document a confused dean placed the department on probation, cancelled a successful program component, transferred a senior professor out of the department, and appointed a person unfamiliar with the field to manage department affairs. Such cases are extreme and rare, but they do happen. In this instance a successful department, ranking within the top dozen or so in its field, was harmed by poor management of the internal review process.

The *external* review, with its employment of professional peers from other institutions, is the more reliable means of assessing program quality. It should be preferred by both administrators and department members. The outside reviewers, unlike colleagues from within the institution, are not engaged in competition for a university's resources; they have no axes to grind; and, most important, they bring to the evaluation a knowledge of the field under consideration. It is difficult for persons, however well-meaning, who possess only a lay understanding of the field under review to accurately and objectively assess a department's graduate program.

The outside reviewers usually are selected by the graduate dean (in consultation with the department) from names provided by one of several independent sources. The Council of Graduate Schools in the United States has rosters of accredited reviewers for most academic fields. Recently, the Association for Communication Administration has established an academic consultant service that extends to community colleges and undergraduate departments as well as to graduate programs. Because ACA is closely related to our national professional organization, their service should increasingly be called on for program review. Of course, a department can itself decide on the outside reviewers but self-selection of one's evaluators tends to lessen the credibility and influence of the resulting report.

Experienced reviewers in our field are attentive to national standards of program quality. Recently I asked a number of them to respond to this question: "What do you regard as the chief measures of quality in a speech communication graduate program?"[3] One finds recurring themes and some special emphases in the responses. A veteran reviewer answered that he looks at the following program characteristics:

1. *Quality of faculty as determined by*
   a. *scholarly contributions*
   b. *reputation in the discipline*
   c. *breadth and depth of interests*
   d. *professional and community activities*
   e. *quality of teaching*
2. *The curriculum*
   a. *its breadth*
   b. *its depth*
   c. *its relationship to the goals of the program*
   d. *its coherency and structure*
3. *Quality of the theses or dissertations produced*
4. *Perceptions of students in the program*
5. *Perceptions of faculty in the program and relevant administrators and others on campus*

A second respondent opined that there are two major measures of quality of a Ph.D. program: *The research productivity. . .of students who have graduated from the program and the research productivity of the faculty. I also look at the plans of study of students in the program to assess their rigor, and try to find out whether the substance of the courses is up to date, or whether it represents simply what the faculty got when they were graduate students.* Another expert replied that his central concern is the answer to this question: "Since our field is evolving, what are scholars in this program contributing to the evolution?" He added,

> *I look at publications, particularly books with innovations based soundly on some consistent theory. Articles also score points, but only if they open new topics or points of view. M.A. and Ph.D. projects count if they explore fresh territory, but not if these repeat the past. The new courses in the past five years in the curriculum should show advances in theorizing about and applying knowledge of speech communication.*
>
> *The relationship to other disciplines in the institution should be interactive and mutually respectful. There should be joint ventures with other departments, research projects and joint advising of theses and dissertations. Department staff should be involved in both the university and off-campus communities. Internships in government and business count heavily. The faculty should be active in counsulting and be in demand off-campus.*
>
> *Senior staff . . . should show professional respect for one another as well as understanding and appreciation of each other's work. Specifically, I try to assess the extent of the support they provide one another, the amount of participative management in departmental administration, and the fun staff members have in working together. If they like each other, that is a big plus.*

Another distinguished professor succinctly stated his concerns:

> *I suppose one looks first for the obvious elements which are indispensable--faculty, an administration ready and able to support, a good library, student able and excited about what they are doing. Beyond that, I have always tried to see if there is about a sense of it all coming together. Is the faculty truly involved in the graduate program, really committed to it? Does the administration really understand what graduate work in the discipline means and do they know what they are letting themselves in for? Are faculty members in related fields aware of and helpful to the program? Maybe most important and elusive is the matter of student morale. Do students give a clear and unmistakable sense of being aware that they are involved in something challenging but very much worthwile?*

One of the most active of graduate program reviewers said that he would focus on the following chief measures of quality:

> *1. A qualified faculty in the areas taught at the institution. The faculty should be qualified not only in their research capabilities, but in their teaching excellence. A proper balance between teaching and research should be attempted.*
>
> *2. A sufficient number of faculty members to accomplish the goals of the publicized programs. No programs should be made available to graduate students unless an appropriate number of qualified faculty members are employed to fulfill the expectations of*

the graduate students.

3. *Well-defined objectives of the graduate program within the limits of faculty, financial resources, etc.*
4. *The maintenance of high admission standards for graduate students.*
5. *Financial support for graduate students for the purpose of attracting only the better of the applicants. Any program that admits any and all applicants is subject to suspicion.*
6. *The involvement of graduate students in faculty research projects. The better of the graduate programs involve the one-on-one supervision of graduate students by faculty in their own research programs.*
7. *Adequate space for both faculty and graduate students for their office functions and for their research functions.*
8. *The amount of money generated through grants for research projects in the graduate program.*

Another contributor to the survey provided an outline of his criteria, adding that they apply to graduate programs in any area:

1. *Quality of the faculty*
   - a. *Academic background/training.*
   - b. *Scholarly productivity (publications/research).*
   - c. *Professional achievements (honors, professional offices).*
   - d. *Teaching skills (assessed by self, students, and peers).*
   - e. *Advising skills and availability to students.*
   - f. *Service to the university and vis-a-vis the goals and objects of the program and institution.*
2. *Quality of the students*
   - a. *Academic background and performance (under-graduate and graduate grade point averages, comparative scores on standardized tests).*
   - b. *Scholarly productivity (publications/research).*
3. *Quality of the curriculum*
   - a. *Course offerings (variety, depth, breadth as indicated by course descriptions, bibliographies, work requirements, and student-faculty ratios).*
   - b. *Program emphases (match between catalog claims, qualified faculty, and frequency of course offerings).*
4. *Productivity of the program*
   - a. *Number and placement of graduates*
   - b. *Attrition rate of students*
   - c. *Length of time students take to complete degree requirements.*
5. *Administrative support and management of the programs*
   - a. *Physical facilities (libraries, equipment, supplies).*
   - b. *Personnel support services (departmental, colleges and university levels).*

One of the most experienced reviewers in our field, Carroll Arnold, expanded on six dimensions of graduate program quality:

1. *Does the program have one or more demonstrably productive faculty members as specialists in each specialty or concentration the program claims to offer in graduate study? If so, a first, minimal test of good quality is met.*

2. *Is there discernible and recognized coherence in the program, whatever its proffered specialties and concentrations? A program of unrelated, unconnected specializations is in my view not a first class "program" because it cannot give graduates a holistic understanding of what must be their basic conceptualization: the nature of communication as human experience and process.*

3. *What is the scholarly "track record" of those this faculty would designate their best graduates of, say, the past decade? Not all holders of graduate degrees will be productive scholars, but (a) if the faculty nominates the best scholars as its best products that tells much about the faculty, and (b) if their recent "best" really are good, productive, young scholars, that says the program provides appropriate encouragement for scholarship.*

4. *Is there evidence that graduate programs are tailored to individual students' capacities, special abilities, and special interests? A program of graduate study which is highly structured, with most students for a given degree taking substantially the same work, is bound to be a less than first-rate program. For me, one measure of quality is that no graduate degree program in a given field or specialty should necessarily duplicate another student's program for that same degree in the same field or specialty. Regimentation in students' programs is to me a sign of routinized education; I want to see evidence of creativity in programs.*

5. *Are there evidences that graduate students and faculty members are engaged in interdisciplinary studies, course work, and informal relationships? A program in which at least doctoral candidates do not typically develop minors in disciplines other than communication or speech communication is, to my mind, tunnel-visioned. Pursuit of ancillary and supporting knowledge about communication, as offered by other faculties, is, I think, a mark of intellectual curiosity and alertness.*

6. *Is thesis research required of all graduate candidates except those seeking absolutely terminal degrees . . . ? Research experience seems to me essential experience in any advanced study of high quality; I look for evidence that every candidate not consciously "closing his options" has posed and resolved at least one serious research problem.*

Overview

What broad conclusions can be drawn about the dimensions of quality in speech communication graduate education? I think that an effective graduate program in our field possesses these essential characteristics:

1. It regards graduate education as essentially a vehicle of inquiry, as education rather than training. At the same

time, the program prepares students for professional careers compatible with their abilities and interests.

2. It is based on a core of faculty members who are actively engaged in research independent of the graduate program. A sound graduate program cannot be developed by a handful of professors who are intellectually isolated.

3. It possesses the library and laboratory resources needed to sustain day-to-day research. Specialized journals and documents are essential as are laboratories appropriate to research in our field.

4. It enjoys the cantilevering support of strong related departments. It is difficult for a speech communication graduate program to prosper in the absence of vigorous departments of history, English, psychology, political science, and the like.

5. It has a body of capable, full-time students. The student body carefully selected by the faculty, must be large enough to justify graduate courses and to insure a stimulating association of students with each other.

6. It is student oriented, directing them with the least avoidable delay to important questions. Highly structured programs with sequences of required courses will dampen creativity and inventiveness.

7. It fosters the advancement of inquiry through a pluralism of outlooks and perspectives. The student who is exposed only to the prevailing methodological ideology of a particular department is ill-equipped to pursue complex knowledge about human communication.

8. It provides training in a specialty and in neighboring areas so that graduate students are not limited by the boundaries of their specialty either in the professional or intellectual worlds.

9. It provides opportunity for acquiring knowledge and skills related to teaching. Pedagogy will be a specific part of the curriculum, not an accidental by-product of it.

10. It incorporates studies that deal with essential subject matter of the field. A program may be selective in the subject areas it chooses to emphasize, but those it does offer must be negotiable in the speech communication field.

While there are no prescriptions for evaluation, there are benchmarks of quality to which progressive departments are attentive. Effective evaluation is best conducted by skilled colleagues who are sensitized to disciplinary issues and trends, knowledgeable about program development, and experienced in dealing with university administration. A professional assessment can assist a department in identifying strategies and opportunities for program improvement and in clarifying the role of speech communication in an institution's academic plan.

Footnotes

[1] *Outlook and Opportunities for Graduate Education* (Washington: National Board on Graduate Education, 1975), pp. 64-65. This group was established by the American Council on Education, The Social Science Research Council, the American Council of Learned Societies, and the National Research Council.

[2] Reputational ratings provide insight into comparative standings of a large number of doctoral programs. See, for example, Renee Edwards and Larry Barker, "A Rating of Doctoral Programs in Speech Communication, 1978: Part I," ACA *Bulletin*, 30 (October 1979), 23-34.

[3] In this section I have drawn on exchanges with Carroll Arnold, Samuel Becker, Herman Cohen, Alvin Goldberg, Robert Goyer, William Howell, Robert Jeffrey, and Roger Nebergall.

ACA SEMINAR/WORKSHOP ON ASSESSMENT OF PROGRAMS: REPORT ON SESSION THREE

Roger E. Nebergall

The third session of the seminar workshop on assessment of programs was an open forum, scheduled for an evening session following the formal presentations of the day. The announced topic of the forum was, "What kind of standards ought to be applied when master's programs are being evaluated?" Roger Nebergall, head of the ACA task force on evaluation served as moderator.

Nebergall began the session by reviewing the activites of the task force, beginning with the charge given to the Task Force at the Annual Business meeting in 1976. The charge, in the form of a resolution adopted by the membership is as follows:

1. That the ACA instructs its Task Force on Departmental Evaluation to proceed to develop and carry out a peer evaluation of Departments of Speech Communication.

2. That the ACA encourage its Task Force to proceed to investigate indicators of program quality other than peer judgment and to propose to a later meeting a specific program for investigating such indicators.

3. That the ACA look toward the development of minimum program standards with particular regard to the categories proposed in the new taxonomy.

In discussing the things that the Task Force had done to carry out these instructions, Nebergall pointed out that it would be reasonable to conclude that the present meeting could be viewed as the last of a series of Task Force actions which, taken together, could be seen as discharging these instructions. Thus this meeting could be viewed as bringing the task force activities to an end, or as an occasion for new instructions.

As regards the first instruction, the Task Force commissioned a study of peer evaluations of doctoral programs, which was published in the ACA *Bulletin*. Other peer evaluation studies (not sponsored by the Task Force, but encouraged by it) are presently under way.

As regards the second charge, the Task Force encouraged a variety of studies utilizing a variety of measures of program quality, mostly studies of "productivity" variously defined.

So, while no specific program has been formally presented to the ACA for its action, the intent of the second resolution has clearly been implemented by the activities of concerned investigators without formal action by ACA.

As indicated before, this seminar is an attempt by the Task Force to implement the third resolution. Minimum program standards are the basic elements of evaluation and this intensive look at the functions, objectives and procedures of evaluation lays the groundwork for considerations of minimum program standards.

From this perspective, the discussion proceeded. It became clear at the beginning that the participants felt that ACA had more to do regarding evaluation. While there was considerable argument about the sorts of things that the Task Force could and should do, there seemed to be a general feeling that the work of the Task Force ought to continue.

Three main topics emerged from the discussion: the uses of the self study process; the search for direct measures of achievement; and the specific role of the Task Force.

There was strong feeling expressed that the self study mechanism is a valuable tool of evaluation, a tool that is not now being used as effectively as it could be. The problem is that it is assumed that self study is a talent universally possessed, that everyone can do an effective self study without any particular training or direction. The efforts of ASHA in training people in the self study process was cited approvingly. The role of the Task Force in such training for self study is included in the specific suggestions listed below.

Considerable dissatisfaction, or perhaps frustration was expressed regarding the indirect nature of most of the indicators of program quality discussed at this meeting and elsewhere. Participants indicated that the links between some measures of program quality and the actual accomplishments of the program were exceedingly hazy. One participant phrased it this way: "What we really want to know is what is happening as a result of what we are doing? By this he referred to the direct results of a program such as success of graduates, impact of research and the like. There seemed to be considerable sympathy for this position, as well as a general recognition that such evidence is hard come by. Longitudinal measures of the success of graduates for example, would take many years and be of only historical interest when they were completed, as both the institution and the changed during those years.

As the discussion progressed there seemed to be a growing agreement as to the directions in which the Task Force should proceed. These were generally focussed on the third original charge to the Task Force, suggesting that the meeting shared the view that further articulation of the goals of the Task Force was necessary if it was to proceed. The three questions posed for the Task Force were as follows.

1. What specialities can we claim at each level? The meeting felt that a logical development of the new taxonomy was to apply it to the organization of programs of instruction. Thus the Task Force is asked to attack the question of what is a reasonable list of potential specialties in speech communication at the bachelor's, master's and doctoral level. Presumably there are two questions involved. First is a consistent labeling of programs of instruction. Second, more difficult and probably more important, is the question of degree of specialization appropriate to each level. How specialized, for instance, should a bachelor's degree be? How narrow a specialty can be claimed by a graduate at a given level?

2. What can reasonably be expected at each level as regards each specialty? Here is raised the question as to whether some understanding can be forged as to what can reasonably be expected as commonly and generally a part of the training and background of a graduate who claims a particular specialty. Can certain courses be assumed? Can certain technical skills be assumed? In other words, is there any possibility that a graduate at a certain level claiming a certain specialty can be assumed to have received certain specific training or possess certain specific background?

3. How can the Task Force assist in guiding the self study process? This question is in line with the earlier discussion of the importance of the self study as an evaluation tool and asks the Task Force if it can help in providing the training in the self study process held to be important.

With these questions, the meeting felt that things had developed as far as feasible, and the Seminar adjourned.

EVALUATION OF THE QUALITY ASSESSMENT SEMINAR

Theodore Clevenger, Jr.

The Seventh Annual ACA Seminar on Assessment of Programs was evaluated through participant-observation and a post-seminar questionnaire to participants. The qualitative impressions arising from the first procedure were confirmed by and helped to explain the data arising from the second.

By any standard, the Seminar was a success. Attendance was large, participation was extensive and enthusiastic, the formal presentations were informative and though-provoking and were largely well-received, participants were predominantly favorable in their evaluations of the seminar, take-home materials provided extensive documentation and useful detailed information, and the Seminar produced clear indications of the direction for futher information and policy discussion.

As expressed in the pre-convention announcement, the purpose of the Seminar was *To prepare departments [for] . . . comparative program reviews which . . . assess the strengths and weaknesses of an academic program and suggest means for strengthening [but also may] . . . focus sharply on allocation of resources and the expansion, reduction or elimination of programs.*

Analysis and discussion prior to the convention suggested seven objectives that might individually or in combination motivate an individual participant to attend. These were incorporated in the post-seminar questionnaire with the question: "Concerning your expectations for this seminar, how important was each of the following objectives? (Very, Moderately, Slightly or Not at All)". The seven objectives are listed in Table 1 in rank-order of average reported importance. Opposite each objective appears the percent of respondents who identified it as "Very" or "Moderately" important.[1]

The three leading expectations were: The chance to see what others are doing in evaluation, Exposure to arguments for and against various evaluation procedures, and Familiarization with a broad range of issues and approaches. More than eighty percent of the responding participants identified each of these as important.

Three other objectives were endorsed by more than seventy percent of the respondents: Exposure to the literature in program evaluation, Acquiring usable quality evaluation instruments, and Learning specific evaluation procedures applicable to the participant's own program or situation.

Very few of the respondents reported expecting the seminar to provide for evaluation of their own program's assessment procedures.

In a follow-up question, participants were asked to identify any additional objectives that were especially important. Only four respondents identified additional objectives, these centering around the need for specialized procedures for small or undergraduate programs and information on specific instruments available from ACA.

It was apparent that the seven listed objectives accounted well for reported participant expectations. Moreover, the high percentages listed for all but one of the objectives indicates that most participants came with multiple expectations. In fact, more than forty percent of the respondents identified three or more of the listed objectives as "Very important". However, there was a distinct hierarchy to the pattern of expectations. The three highest-ranked objectives are the most general of the lot, the middle-rank objectives are more specific and the lowest-ranked objective is the most specific of all. It seems clear that what participants expected from this Seminar for the most part was a broad and comprehensive treatment of quality assessment concepts, problems and procedures as applied to programs in communication, perhaps supplemented by suggested specific instruments and procedures.

That is more or less what they got, as reflected in the papers published in this issue of the *Bulletin*.

Participants were asked to evaluate each of these presentations for its contribution to the Seminar on a scale of 1 (low) to 4 (high). Becker, Clark and Paulson all received average ratings of 3.3 or higher, indicating very high evaluations of their contributions to the Seminar. Downey, Goldberg and Sullivan received average ratings of 2.8 to 3.0, reflecting high evaluations of their contributions. Thus six of the eight formal presentations were awarded distinctly positive evaluations.

The Hostettler and Ashmore presentations elicited mixed reviews, each receiving a substantial number of evaluations in all four categories from low to high. In this reviewer's judgment both of these papers entailed special problems of context which resulted in a substantial portion of the audience missing positive values in each of them.

Ashmore's paper contained too much specific information of an essentially archival nature to be read aloud to an audience. The value of Ashmore's review of criteria and procedures comes through only when the paper is pored over leisure. On hearing the paper read aloud, one is most struck by the action proposals, which are strongly counter-attitudinal for a majority of speech communication administrators. This in turn may blind one to the merit of approaching the quality assessment task as an essentially rhetorical problem, a most significant insight for any program about to be reviewed. Had this presentation been highlighted more sharply as though-provoking rather than persuasive in intent, had the review sections been recommended to the participants for more leisurely reading at some other time, and had the rhetorical concept been distinguished more sharply from its suggested implementation, it seems likely to this reviewer that the presentation would have been more favorably evaluated.

Hostettler's luncheon address, the latest version of his well-cultivated views on this topic, came in the wrong context. The paper on which the speech was based makes an excellent case for the role of speech communication in the liberal arts, and the very detail of the argument suggests cirteria for evaluating a communication program based in the liberal arts or for those portions of a more diversified program that relate to the liberal arts tradition. The value of this paper's contribution probably would have been more widely recognized had someone pointed out that the liberal arts tradition encompasses but one viable set of values to which speech communication programs may choose to subscribe and that Hostettler's arguments provide bases for viable criteria in those programs which do so.

Since the presentations on the whole received very favorable evaluations, one might expect that the participants would have reported that the Seminar measured up to their expectations. This is true with qualifications. The participants were asked: "How well did the Seminar meet each of the following objectives? (Very, Moderately, Slightly, Not at All)." The same seven objectives were listed for this question as for the first.

Responses to this question are summarized in Table 1, under "Objective Achievement". Rank-order of objectives achieved did not differ materially from rank-order of expected objectives. Again the top three are Objectives C, F and G, the most general objectives, the somewhat more specific objectives A, B and E constitute a clear-cut set of secondary achievements and the most specific objective, D, was least well achieved. Thus in general the objectives were served more or less in the same order as participants expected them to be.

On the other hand, the percentage of respondents reporting that a given objective was "Very" or "Moderately" well achieved runs generally below the percentage identifying that objective as "Very" or "Moderately" important in their expectations of the Seminar. While expectation and perceived fulfillment are not necessarily scaled in identical units, these data do suggest the likelihood that for some registrants the seminar raised expectations that it did not satisfy.

Further examination of these data suggests that the expectation/fulfillment ratio was especially low for those who responded to the evaluation questionnaire by mail; this is the group which did not attend the final evening session. Their assessment of attainment was not markedly different from the group attending the evening meeting, who responded on-site. On the other hand, their expectations as a group were markedly higher: on virtually every one of the seven objectives, the mail-questionnaire group was fifteen - twenty percent higher in proportion of respondents identifying the objective as "Very" or "Moderately" important in their expectations for the Seminar. For the mail-response group, performance may not have measured up to their very high expectations.

A discrepancy between the groups also shows up on the data for Table 2, which summarizes responses on three additional questions. The first of these asked, "How rewarding was this seminar in relation to your effort in attending it?" About one-fourth of the respondents found reward and effort about equally balanced. Nearly sixty percent reported more reward than effort, while twenty percent reported more effort than reward: a ratio of nearly three-to-one. On the whole, then, the respondents found the Seminar rewarding; but those responding by mail found it less rewarding in relation to effort than those responding on site. The ration was 69/9 for the on-site respondents but only 51/25 for the mail respondents.

The second question in Table 2 asked, "How do you evaluate the balance of formal presentations to opportunities for discussion?" Among the on-site respondents, ninty-six percent felt that the balance was "about right", as compared with seventy-three percent for the mail-response group. Twenty-four percent of them wanted more discussion, three percent wanted more presentations.

One wonders why, if members of this group wanted more discussion, they did not attend the evening session, which was scheduled as a discussion meeting. One possibility is that their experience in the morning and afternoon sessions led them to believe that they would not receive useful information. This speculation is supported by the "expectation" data in the first question. While the two groups were similar in most respects, the mail-questionnaire group was much likelier to place high importance on Objective A (Specific evaluation procedures applicable to your situation) than Objective B (Usable quality evaluation instruments). The ratios were eighty-six percent - sixty-one percent and eighty-nine percent - fifty seven percent respectively. Evidently those who did not attend the evening discussion meeting were inclined to place higher value as a group on specific, applicable procedures and instruments, objectives which the Seminar achieved only to a limited extent.

On the other hand, a positive motivation for participants in the on-site group to attend the evening discussion session may be found in the last question in Table 2. Participants were asked, "Is your program now under review or scheduled for review?" In the sample as a whole about sixty-one percent responded "Yes" or "Probably soon" to this question. However, the figure for on-site respondents was sixty-eight percent, compared to fifty-seven percent for the mail response group. The group attending the evening meeting contained a much higher proportion of administrators whose programs were actually under evaluation, by a ratio of forty-one percent-twenty-seven percent. Apparently an impending or in-progress evaluation was a factor in motivating attendance at the Seminar and specifically at the evening discussion session.

Respondents were asked, "If this program were to be presented again for another group of administrators in our field, what changes would you recommend? Fourteen respondents offered one or more suggestions. In order of frequency they were:

1. Provide for more discussion. (5)
2. Give more attention to undergraduate programs. (4)
3. Give more specific information and concrete data. (3)
4. Provide recommended instruments or procedures. (3)
5. Cover a greater variety of different types of evaluation. (2)
6. Cover more case studies. (2)
7. Distribute more information and materials in advance of the Seminar. (2)

Qualitative impressions as well as quantitative data support the conclusion that the Seventh Annual Seminar was a success. Participants came with very high and diversified expectations and on the whole found those expectations met rather well by the program, though it fell perhaps somewhat short for those with highest expectations. Participants found the individual presentations on the whole valuable and for the great majority the rewards of attending the Seminar equalled or exceeded the effort.

Any future ACA Seminar on Quality Assessment should probably not repeat the objectives of this one, but pick up where it leaves off. It should recognize that a high proportion of participants will be from programs under review or scheduled for review in the near future. The general information gleaned from the Seventh Annual Seminar should be summarized and provided in written form, either as advance distribution or as take-home material. Though general issues will continue to be a part of all future discussion, the focus should shift to specific, usable materials and procedures.

In any follow-up seminar, it might be well to consider special attention to undergraduate programs and elements and to the problems of evaluating a small program. Planners should perhaps consider devoting a portion of the seminar to a case-study approach, and probably should build into the program more opportunity for discussion, perhaps in smaller groups.

Table 1

Ranks and Percentage of High Ratings for Major Seminar Objectives Expected and Achieved

	Objective Expected		Objective Achieved	
	% High	Rank	% High	Rank
C. Chance to see what others are doing in evaluation	93	1	83	1
G. Exposure to arguments for and against various evaluation procedures	83	2	85	3
F. Familiarization with a broad range of issues and approaches	84	3	83	2
E. Exposure to the literature in program evaluation	86	4	58	5
B. Usable quality evaluation instruments	77	5	41	6
A. Specific evaluation procedures appliable to your institution	76	5	47	4
D. Chance to have your program's procedures evaluated	26	7	20	7

Table 2

Percent of Respondents Indicating Various Levels of Reward, Balance and Program Evaluation

	On-Site Group	Mail Group	Total
REWARD *vs* EFFORT			
Much more reward	14	5	9
More reward	55	46	49
Balanced	22	24	23
More effort	9	22	18
Much more effort	0	3	2
BALANCE OF DISCUSSION *vs* PRESENTATION			
More presentation	0	3	2
Balanced	96	73	82
More discussion	4	24	16
IS YOUR PROGRAM BEING EVALUATED?			
Yes	41	27	32
Probably soon	27	30	29
Maybe	5	8	7
No	27	35	32

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DEPARTMENTAL EVALUATION: ONE EVALUATOR'S PROCEDURES

Samuel L. Becker

The ways in which evaluators of departments work vary widely, depending on the guidelines or system established by the department's institution, on whether one is evaluating an entire department or some specific aspect of the department, such as its doctoral program, on the particular problems that the evaluator or the administration of the institution perceives that the department has, and probably most of all on the idiosyncratic style of the evaluator (some of us, of course, being more idiosyncratic than others). In some ways, asking how an evaluator works is akin to asking how a teacher works. Probably the most sensible answer that I could give is, "It depends." However, because sensible answers are not very interesting, either to the questioner or the answerer, I will forego one here. You should be aware, though, that I am not necessarily telling you about the way in which *evaluators in general work*; I am telling you only about the way in which *I* work.

General philosophy

One of the major differences among evaluators that I have found lies in their point of view concerning who it is to whom they are responsible. Most evaluators that I have seen assume that, because they are being paid by the administration, their primary responsibility is to them. Others assume that their primary responsibility is to the department--to their speech communication colleagues who are under the microscope. Both of those assumptions are understandable, but both have potential unfortunate consequences. The first assumption leads too often to an antagonistic attitude toward the department and a tendency to undercut it, to seek and point out any weakness in the department that can justify administrators doing anything they wish. The second assumption, on the other hand, leads to precisely the opposite tendency, the tendency to overlook or to rationalize problems that one ought to help to correct.

My assumption, and I assume that of all those connected with the ACA Consultant Service, is that my primary responsibility is to our field. And I think that our field can be helped best by (1) helping departments to become as good as they can possibly be and (2) educating administrators about our field and about what they need to do to strengthen their departments of speech communication. In following the procedures which I will outline, I try to keep those goals in mind.

Pre-planning

Once I have agreed to evaluate a department I begin gathering, informally, all of the information about it that I can. I check the SCA directory to see who is in the department (recognizing, of course, that not all members of most departments are members of SCA). I inquire of my colleagues and anyone else I encounter what they know about the department and what they think about what they know. If the institution does not send me a catalogue, I will usually go down to our library to examine it. I like to see not only what the department offers, but what work is available to its students in tengential departments. A catalogue also gives me some understanding of the general structure of the University.

Almost every institution sends certain materials to the reviewer beforehand. These vary a good bit, but they usually contain a self study by the department and the vitae of all of the faculty members. Sometimes they will spell out the procedures which the institution uses in evaluating departments and their general goals for those procedures. Occasionally, though not often enough, they will send specific questions about the speech communication department which they want answered as part of the evaluation. I study the self evaluation of the department and vitae, of course, and make notes which form the basis for some of my questions and observations when I visit the campus.

Also prior to that visit, or when I arrive on campus. there is almost invariably one caveat expressed by the president or dean or one of the other major officers of the institution. He or she makes clear that the administration recognizes that no department has enough money and, though we may see a need for the investment of more funds in some aspect of the department, the administration is more interested in ideas that will cost no additional money or, better yet, in ideas that will save money. In short, it is made clear that our task is to make suggestions for strengthening the department that will involve no increase in budget. This is discouraging to a reviewer, and to a department, but it is a fact of life with which most of us must cope.

So, before coming to campus, I have a reasonable idea of the kinds of courses offered by the department, the possible emphases or majors, the teaching and research interests of each faculty member, the research productivity of each, and often the the teaching productivity of the department in the limited terms of credit hours generated. What I do not have, but consider quite important, is how the research productivity of the speech communication faculty and the teaching productivity of the department compare to those of other departments at this institution. I consider this a more important comparison than the one with other speech communication departments around the country, though the latter is not irrelevant, at least if one limits the comparison to departments in similar institutions.

Site Visit

In general, most site visits are for a day and a half to two days. As I point out in my reports to institutions, with an organism as complex as an academic department, that is obviously not sufficient time in which to sense and understand all of the factors which are relevant to the nature and quality of the work being done. However, if evaluators have done a thorough job at the pre-planning stage, they can get a great deal of insight in two days. To gain substantially more would probably require the residence on campus for at least a semester.

The schedule of the site visit depends in part upon whether an evaluator is working alone, with a team of outside reviewers, or with a team of reviewers from other departments on the campus. I will concentrate primarily on the first two cases, since they are fairly similar, noting here and there where things vary when there is an on-campus committee with whom we must work closely.

Normally, our first meeting on a campus is with one or more administrators from the college or central administration who describe what they hope the reviewer or reviewers will accomplish and then answer any questions that we have. Usually this group includes the college dean, graduate dean, and, or vice president for academic affairs. Sometimes it includes the president, especially at smaller colleges. In these sessions, we try to ascertain what major questions these administrators have about the department and its future. We also try to get some sense of where the institution is and where it it trying to go.

Next, we usually meet with the executive officer of the department to explore the same questions. We also try to discover what particular problems he or she has in administering the department. Is there strong and consistent support from the administration? If not, where is the support lacking and what are the probable reasons for that lack? With the executive officer, we also make up a detailed schedule for the visit, if it was not made up beforehand.

At some time during those two days we try to talk individually with every faculty member in the department, with a group of graduate students, and with a group of undergraduates. In some cases, I also find it useful to talk with faculty members in other departments which work closely with speech communication. In very large departments, because of the limited time available, it is sometimes necessary to have different members of the review team interview different faculty members or to interview them in groups. In general, though, I believe it is more desirable for every member of the review team to talk with every faculty member. In any case, every member of the department should be invited to talk alone with any or all members of the review team. It is important to the morale of the department that every faculty member have ample opportunity to say anything he or she wishes to say to the reviewer or reviewers, and to say it in confidence.

In some cases, the interviewing of faculty members is done in the presence of the internal review team--the faculty members from other departments. I think this should be avoided whenever possible. I find that many faculty members are hesitant to be outspoken in the presence of such a group. As a reviewer, I believe that it also inhibits me.

While on campus we also invariably examine the facilities of the department and, at times, of other relevant units--most usually the library. We want to see what sorts of offices the faculty have, research facilities, and production facilities. We try to assess whether the quality and arrangement of these is such as to maximally facilitate good teaching, research, artistic work, and general operation of the department. We also try to see whether there is any rearrangement which might be done without undue cost which could improve any of these.

Depending on the program or programs being reviewed, I often ask to see the precise requirements for each degree, a random sample of plans of study for some of the current graduate students, the files of graduate students so that I can see where they came from and whatever evidence there is of their quality, and some of the most recent comprehensive examination questions for M.A. and Ph.D. candidates.

Near the end of the site visit, we almost invariably meet again with a group of administrators to discuss our first impressions, to answer their questions about our observations, and to agree on a form of the final report. This meeting may be the most important part of the entire review process. It is at this stage, in a face-to-face conversation with most of the top administrators of the institution, often including the president, that we have the chance to dispel many of the mistaken or negative notions that they have about our field or about the department being reviewed. It is here that we have the chance to press them about their lack of support for the department. It is also here that we can discuss frankly some of the sorts of delicate problems that, for one reason or another, can not be put in a report: A conflict between junior and senior faculty, conflict between a departmental executive officer and some of the members of the faculty, one or more faculty members who are not pulling their weight, a faculty member whose research or consulting activities have gone off in odd directions, etc. They want ideas on how to cope with these problems. It is also at this session that evaluators can point out to administrators many of the good things being done in a department and, in some cases, the high quality of some of their faculty.

In addition to these meetings with members of the administration, there also are meetings in some institutions with members of the internal review committee who have similar sorts of questions. I also find that many departmental executive officers like to meet again with the reviewers to talk about the findings and recommendations, and to seek ideas about things that might be done in the department.

Department's evaluator as a medium of communication

There is one other aspect of the site visit that I perceive as quite important; this is the facilitation of communication. I find that most faculties and their administrations are aware of what is going on, how a department is doing, and what ought to be done to improve it. Very often though, they have difficulty talking with each other about their problems and solutions and working things out cooperatively. So I believe strongly that one of the major functions which an evaluator can serve is to facilitate communication within the department and between the department and the administration.

When I meet with students, one of the things I tell them is that this is their chance to get their messages to the faculty and executive officer of the department. If there are things that they believe need to be done but noone seems to pay attention to their suggestions, or they are afraid to make suggestions to the faculty, it might help for me to communicate them. I stress that if I disagree I will not argue for them, but I will see that their suggestions are heard by the appropriate people.

I do the same with faculty. As I tell them, they ought to look at me as their pipeline to the central administration. Often the administration will listen more to an outsider than they will to their own faculty. Thus, for example, one of the things I stressed strongly with the administration of one University I visited last year was that they had a far better department of speech communication than they realized. As I told them, it was even far better than I had realized before my visit. It was an alive, highly motivated faculty doing outstanding research and outstanding teaching. I discovered that the administration was no more aware of that than I had been, but they were obviously pleased to get the news and I am convinced that they were more ready to support the department.

Interestingly, the executive officer of this department also told me that he thought they were being overlooked by the SCA, that no member of his faculty had ever been on a national committee, even though they published a great deal in the journals and were active on SCA programs. So I wrote the officers of the SCA and told them they ought to do something about this. Only time will tell whether my letters had an impact.

Questions raised

Because there are so many questions that reviewers must raise about various departments, or which institutions ask reviewers to address, it is impractical to try to recite them for you here. Instead, I have listed in an appendix the questions which I have encountered or raised most frequently.

Final report

There are four procedures for developing the final report of a departmental review; the role of the off-campus evaluator is different for each.

One procedure is to have the on-campus review committee draft its report which is submitted to the off-campus reviewer or reviewers for comment and suggested revision. I find this procedure the least satisfactory. It is far more difficult to say what I think ought to be said when I must do it indirectly in this way. In addition, the outside reviewers have no control over which of their suggestions are accepted or ignored in the final report.

A second procedure is to have each reviewer responsible for a different section of the final report. For example, one might cover the rhetorical and communication studies part of the department, one the theatre, and one the mass communication program. Or one might concentrate on the administration of the department, one the teaching, and one the research. These sorts of divisions of responsibility are often used for the very large department where there was insufficient time during the campus visit for all reviewers to cover everything.

A third procedure is to have all members of the review team submit their comments to the member who was asked to chair the group and he or she synthesizes them into a final report. In this sort of report, there is a press for all reviewers to agree on everything which goes into the report. The problem with this system is that strong points of view get watered down, since there is usually disagreement about them, or else the points of view of some members of the review team are not adequately represented. Some college and university administrators like this sort of report because it does not force them to cope with issues on which there is a difference of opinion among reviewers.

The fourth procedure, and the one I

prefer, whether I am a reviewer or a member of a department being reviewed, is to have each reviewer write an independent report. I think an institution gets more for its money with this procedure, and as a reviewer I can write what I think ought to be written without worrying about whether any other reviewer agrees with me.

Post review activites

I should note that the responsibilities of a reviewer do not always end after the final report has been completed and entrusted to the postal service. I find that both faculty members in the department reviewed and administrators in the institution often seek additional help and advice, sometimes as much as four or five years after a review is completed. I have had departments requesting the evaluation of faculty members who are being considered for promotion, and deans requesting reactions to promotion recommendations of a department. I sometimes find that executive officers also request ideas on ways in which they might cope with some problem within the department or with the administration. In short, to a large extent, anyone evaluating a department often continues to have some responsibility for that department for an indefinite period of time. I believe this is as it should be. Once one has invested time in reviewing a department, he or she wants to keep track of how that investment is doing.

Appendix
Evaluation Procedures

Questions and issues frequently raised with and by evaluators of speech communication departments.

Governance of the department

Is the department's executive officer providing adequate leadership?

Is the faculty's role in the governance of this department appropriate?

Is the student's role in the governance of this department appropriate? Do the students have adequate opportunity to be heard and their views considered? Is it clear to both students and faculty that the latter make the final decisions?

Are the faculty and students satisfied with the way in which the deparment is being run?

If the department has various divisions, such as Rhetorical Studies, Theatre, and Mass Communication, is there reasonable balance between central direction and relative autonomy for each division?

Are departmental policies and goals well defined?

Is there an adequate support staff? Are there enough secretaries, or are faculty spending an inordinate amount of time doing secretarial or clerical work? Are there enough technicians in the theatre and broadcasting programs, or are faculty spending large amounts of time doing things that lower priced technicians could do--such as sewing costumes, constructing scenic flats, fixing television equipment?

Is there too much bureaucratic busy work?

Organization

Should there continue to be a speech communication department in this institution?

Should the department be split into two or more departments? E.g., should theatre, broadcasting-film, speech pathology and audiology, and rhetorical and communication studies be separate departments?

Should this department be consolidated with one of the other departments on campus (usually the department of journalism)?

The faculty

How good is the faculty, compared to those in institutions with similar missions?

Are salaries competitive with those in institutions with good speech communication departments?

Does the department have clear and effective procedures for evaluating faculty? Are those procedures clear to the faculty, as well as to those doing the evaluating?

Are there faculty members directing doctoral research who are not themselves active scholars? Or are faculty members directing doctoral research in areas in which they are not competent?

Are the faculty sufficiently available to students--ample and regular office hours, etc.?

Are the faculty active in their state, regional, and national professional and scholarly associations?

Is teaching being evaluated in a fair and effective way?

Are all faculty given the opportunity regularly to teach something that is closely related to their research or artistic interests? This is important if we are to keep our faculties and their teaching vital and to spur them in their research and artistic efforts.

What is being done to help young faculty members improve their teaching, research, and artistic work?

What efforts are being made to keep the faculty vital and useful? Research or developmental leaves? Exchange professorships? Faculty working together on courses or research projects in order to stimulate and help each other? Faculty generally supportive of each other? If a particular faculty member is in an area where enrollments are dropping, are efforts made to have him or her develop courses for a part of the department where there are enrollment pressures? Is responsibility for this sort of retooling being taken by both the faculty member involved and other faculty?

Is the environment of the department and university intellectually stimulating? If not, what is being done to make it more so? E.g., is anyone considering inter-or intra-departmental colloquia in various scholarly areas?

Are research facilities adequate?

Is there adequate support for travel to professional meetings?

Students

Are criteria for admission reasonable, given the institution's and department's goals?

Is the quality of students in the department good?

Are there clear policies for recruitment and evaluation of students? Are the policies for evaluation of students clear to the students?

Are there ample opportunities for student-faculty interchange in non-class situations?

Does the department have a good record of student placement? (This question is raised most generally in regard to graduate students.)

Are stipends for graduate students competitive?

Are the assignment and supervision of teaching and research assistants such that the assistantships provide good learning opportunities for students?

Academic programs

Do the number of program options offered exceed the diversity of faculty expertise?

Is the size of the faculty adequate to justify the number of different programs offered?

Is the scale of the program sufficiently large to insure adequate breadth and diversity for students and economy for the institution?

Is the faculty sufficiently dedicated to good teaching? Is there undue emphasis on teaching, to the detriment of other essential activities?

Is the department taking full advantage of its location? (To cite an obvious example, a Speech Communication department in Washington, D.C. ought to seriously consider an emphasis in political communication. A theatre program in New York City ought to consider at least one graduate program that emphasizes the study of contemporary theatre.)

For each program offered: Are the requirements reasonable? Do they compare well with those of comparable institutions? Does the department have the faculty and courses to do a good job with the program? Is the department, either in its requirements or its advising, taking full advantage of relevant offerings in related departments? Is the department with various divisions taking full advantage of its strengths in each division to strengthen other divisions? For example, if a department has a rhetoric and communication theory division and a mass communication division, are students from one division put into courses in the other division and are some courses planned jointly by the divisions so that they can optimally serve students in both? Is there a need for this sort of program in this region? (This is generally asked especially about Ph.D. programs. Is the program being operated efficiently? Does the undergraduate program suffer because of the attention given to research and graduate programs? (This is becoming an increasingly important question as institutions worry about a drop in undergraduate enrollments.) Do the plans of studies of graduate students indicate that they are getting sufficient depth, or do they simply take a little bit of everything? (The appropriate "balance" between depth and breadth, of course, depends upon the goals of the particular program.) Do the comprehensive examinations indicate sufficient depth and rigor? For Ph.D. programs, are solid dissertations being done?

Extracurricular activities

Are the extracurricular activities that the department supervises planned and supervised to maximize the probable educational gain for students? For example, are theatre production activities planned and carried out primarily for the education of students, primarily for the public that attends shows, primarily to maximize the income for the theatre, or primarily for the artistic growth and satisfaction of faculty members? Obviously all of these are important, but are the emphasis and balance appropriate? Is the forensics program run in such a way that a maximum number of students can get a valuable learning experience, or is its goal to accumulate a maximum number of trophies? Are some students spending more time on the road, going to and from far-off debate tournaments than can be justified educationally?

Physical facilities

Are they adequate for teaching in this field?

Are they adequate for the sorts of research the department should be doing?

Are they adequate for the service or

artistic work that the department ought to be doing (radio, television, film studios and theatres).

Is the department housed in a way that facilitates efficient and effective administration?

Equipment

Is present equipment adequate for the sorts of programs the department is operating?

Is it adequate for the sorts of research the department ought to be doing?

Is there a reasonable budget for replacing obsolete or inoperative equipment?

Are there adequate arrangements for maintenance of equipment?

Related facilities

Are library resources adequate for the programs of the department?

Are funds for computer use adequate to the research and teaching needs of the faculty and graduate students?

Miscellaneous

Is there an appropriate balance between service courses and courses for majors? (Clearly a field such as ours has a responsibility to provide service courses for other departments or for the general education of liberal arts students, but it also has the responsibility to insure the integrity of its programs for majors.)

Is the advising system working well? Advising on requirements for the major and for general education? Advising to insure that students receive a good education over and above required courses? Advising on career options and the kinds of courses which might help students prepare for one or more careers?

How can the department's ratio of credit hours generated to number of full time equivalent faculty members be increased without lowering the quality of education offered? What sorts of large enrollment courses are suitable in this institution and in our field? What can be done about courses that cannot be taught well unless enrollments are restricted? At one institution I pointed out that the problem for the speech communication department was primarily the service courses being offered. These were speech performance courses required by other departments. Since these other departments wanted this service, I suggested that the faculty time be charged to them.)

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THE PROCESS OF BEING REVIEWED

William E. Arnold

While no two evaluations by outside reviewers will be the same, we would like to share with you some of the preparation that is necessary for a department that is scheduling an outside evaluation. Our first tactic was to stall. If we did not begin our preparation, perhaps the process could be postponed or forgotten. Needless to say, this tactic did not work and we faced tight deadlines as a result of procrastination.

Preplanning

Having failed to postpone deliberations, we developed our internal self study. Rather than repeat a previously published document, I refer you to the ACA Bulletin of April, 1977, which contains an outline which we followed.

Experience suggests that you form subcommittees of faculty and students to prepare sections of the report. Strict deadlines and progress reports are critical to the successful completion of this self study document. We found our library and computer staff quite helpful in providing data for the report. It is also important to have the faculty and any student groups review the document before it is presented to University officials and the outside reviewer. Leave enough time to rewrite the document before it is forwarded. For example, our final document was 559 pages.

In House Review

Most administrations appoint an internal review committee composed of faculty from allied disciplines. On our campus, the Graduate Council appoints a subcommittee to review the document and make recommendations. This committee usually holds a series of interviews with faculty and students before a final hearing with the department chair and the appropriate dean. The committee then forwards a report with recommendations to the Academic Vice President who reports the findings back to the department.

External Reviewer

In addition to providing our Academic Vice President with a copy of the consultant service brochure, he asked that a list of reviewers be provided. Although he asked if we had a preference, I said that any one would be suitable. We did suggest names of persons who had experience with a department similar to our (composed of Communication Disorders, Theatre, and Communication).

Once selected, we mailed a copy of our self study report for the reviewer's planning. We also made several phone calls to the reviewer before the campus visit.

On Site Visit

Since most reviewers can spend only a few days on campus, we prearranged the following interviews:

Dean of College
Graduate College Dean
Academic Vice President
Each Faculty Member
Undergraduate Student Council
Graduate Student Council
Community Advisory Group
Chair

In addition, as Chair, I arranged a meeting with the reviewer for a briefing before any interviews. While that meeting could bias the reviewer, I wanted to anticipate issues and concerns for the reviewer. I also ended the on site visit with a dinner and trip to the airport for post visit discussion.

Post Visit

After dogging the reviewer for a report, we had a faculty meeting to consider the comments and recommendations. New Committees were appointed to study the recommendations and report back to the faculty.

Post Script

Our self study and review came at a time when we were splitting the department into three separate units and moving to a new college. Since our reviewer was aware of the impending changes, he could be supportive of the move in his final report.

Second, our review came at a time when the Board of Regents demanded a Mission and

Scope statement for the University. Each department and college had to develop a similar statement. As a result of our self study, we were able to easily translate the five year projection of the self study into a Mission and Scope statement for the Department.

While outside exegencies may require a self study and review every five to ten years, I would encourage every department to internally review its mission and goals every year. The only prospect for the future that we can count on is change. Anticipate and plan for it.

HOW A DEPARTMENT CAN PROTECT ITSELF FROM CUT-BACK

Jerry E. Mandel

The alteration, reduction and even discontinuance of academic programs and departments has become an important topic of discussion among faculty and administrators at our nation's colleges and universities. I would like to be able to inform you that departments of speech communication are immune from consideration by academic administrators for discontinuance. Furthermore, it would please me enormously if I could suggest to you that the economic crisis in which much of higher education finds itself will dissipate within a short period of time; perhaps with the election of a new governor, with the implementation of collective bargaining or with the formation of the newly created cabinet level department of education. The truth of the matter, however, is that due to a host of inter-related variables and conditions, the very reality of departmental discontinuance will be with us for years to come. In my judgment, one of the major tasks for administrators in the 1980s will be the evaluation of all academic departments--including speech communication--to determine the basic viability of each on campus. The variables and conditions which have led to what I would like to call the "discontinuance crisis" are multifarious. Let me briefly list a few of them:

1. There has been a steady decline of a traditional college-age people in our population. Demographers suggest that this decline will continue until the year 2000. A result of this has been a reduction in the number of students attending many colleges and universities.

2. There has been a significant decline in the amount of dollars that states have been willing to spend on higher education. The infamous Proposition 13 in California is only one indication of the thinking on the part of society about funding higher education in this country. Compounding the problem is the fierce competition among health, welfare, public works and educational agencies for the same dollars.

3. Inflation is creating as many difficulties for the operation of colleges and universities as it is for individual households. When inflation is factored in with less dollars available from state government, the only answer for the survival of universities is to reduce the number of departments and programs offered.

4. Another condition affecting universities and colleges, which is slightly more difficult to measure but which in my judgment is prevalent, is the loss of confidence in higher education by the American public. As an outgrowth of the problems of the 1960s on college campuses, in conjunction with the apparent lack of correlation between a college degree and a good job, many people in our society are electing not to encourage their sons and daughters to go to college. In fact, the federal government itself has a massive communication program going on to encourage students to seek alternative paths to a career than college. The result of this, of course, is again a reduction in students coming to colleges and universities.

5. In the 1950s and 1960s, the higher education establishment simply overbuilt and, as a result, there are many campuses located in the same geographic area competing for students. The net result is that many of the campuses are in a steady state or even declining. The number of students available is simply not sufficient to support all of the institutions of higher education that have been built in the past decade. While this particular problem may not have an affect on a large state university located in an area which is isolated from other competing institutions of higher education, the reality for many urban colleges is that they are in direct competition with each other for survival. A reality of the competitive mode in which colleges and universities find themselves is the fact that in order to exist, these institutions will need to become adaptive that is, they will need to maintain flexibility to respond to new demands and curriculum to serve new students. In an era of declining funding, the only logical way to meet this goal is through discontinuance of some programs and the beginning of others.

The question before us now is not whether departments of speech communication should attempt to protect themselves against cut-backs or discontinuance, but rather how they should prepare to meet this challenge. I am not saying here that departments of speech communication will necessarily be phased out, but what I am emphasizing is that sometime in the near future, in my judgment, all academic departments will be analyzed and reviewed concerning their viability to determine whether or not they whould remain on campus. Over the past six years as an academic administrator, I have been through a number of battles concerning the reduction or elimination of departments. This experience culminated last year in a series of confrontations in which one of the departments in my college was all but eliminated. I have given a good deal of thought to this problem. I would like to take a few minutes here to offer some suggestions to you concerning my views on how departments of speech communication can protect themselves in an era of cut-backs, reductions and eliminations. By way of preface, I should point out that some of my suggestions, of course, are not applicable to all departments of speech communication in all universities and colleges. Having had experience, however, at four different institutions of higher learning, I feel there is some generalizability of my comments to most of the departments represented here.

1. Set department priorities based on a clear understanding of the mission of the institution. For example, some institutions see themselves as predominantly graduate and researched oriented institutions; others see themselves as teaching colleges, or technically related or liberal arts oriented. Additionally, there are many universities which are becoming externally oriented institutions in which they intend to provide educational experiences to adults through external degrees, overseas programs, etc. Still other institutions see themselves relating to the problems and needs of the community surrounding them. The point here is, that a department which wishes to be protected from discontinuance needs to aline itself as closely as it can with the central mission of that institution. When cuts come, those departments which are perceived as being the most dissimilar from the major thrust of the institution will be cut first. Conversely, one of the ways to protect the department is to become involved in the central mission of that university. A liberal arts department at a technical university will have a difficult time when cuts are made.

2. Develop curriculum and faculty relations with other departments or units. For many departments of speech communication, the service nature of the curriculum is what makes the department significant to a university. Few speech communications departments can survive by offering only a major. The speech communication discipline is well suited to establishing good relationships with the ascending academic areas on campus. For example, in most colleges and universities, business programs are growing at a tremendously accelerated rate. A department of speech communication which can develop relationships around organizational communication, interviewing, and business and professional speaking, particularly with the Business Department, will be in an excellent position. The same kind of arrangements can be made with public administration, allied health and other professional areas. Departments of speech communication which do not offer the kinds of courses that can relate to the business or professional student, in my judgment, should waste no time in developing this curriculum. Another important way for departments of speech communication to fit into the curriculum of the university is by offering a sound basic course in communication, tying it into the campus general education requirements. One of the important issues facing higher education deals with the lack of written and oral communication skills of students in college today. If speech communication can offer a good basic course in oral communication which can be perceived by the professionally oriented faculty of the university as being helpful to students' performance on the job, the importance of speech communication to the university will be enhanced.

3. Emphasize quality, One of the favorable consequences of the financial crisis in higher education is that many institutions are attempting to make quality one of the variables to be used in determining the future of programs on campus. As a Dean, I would look at seven factors when examining current programs:

a. Strength of curriculum. Is the curriculum too diverse, over specialized, diluted or does it seem to have a purpose, a coherence, a clear direction?

b. Academic standards. Is there a degree of rigor in the courses offered? Are grading practices and standards in line with comparable departments on campus? Are your majors succeeding in graduate school, on the job? How is the quality of your students perceived by professors in other departments on campus?

c. Lack of duplication. Is your department duplicating courses and programs offered elsewhere on campus? If so, then you need to clearly establish that your department is the correct one to be offering them. What you would have to ask yourself is, are your courses and your programs there simply because someone would like them to be part of the department or are they there because they make sense to the mission of the department? Is your faculty as well prepared to teach these courses as other faculty on campus?

d. Academic review. It is important, in my judgment, to have your department reviewed regularly in terms of its academic quality. I would like to see the Association for Communication Administration continue its development of standards and procedures for academic reviews. This can become sort of a quasi accreditation. Most administrators are impressed when a national association makes a review of a program--particularly if it is favorable. Frankly, it becomes more difficult to discontinue a program if there seems to be an approval and recognition of that department from a respected national association.

e. Student enrollment. This is a very important factor in determining the viability of a department. It is extremely important that a department keep accurate records on its enrollment trends and on the success of the graduates of a program. The cost-effectiveness of a department depends on its full-time equivalent students, student/faculty ratio, and its mode of instruction. My advice here is that the chair of your department attempt to find out the cost-effectiveness of other departments which have the same general mode of instruction as yours. For example, if your department offers a mode of instruction which features some classes integrated with some large lecture classes, then I would attempt to find other departments on campus which match this mode of instruction; at that point then, attempt to determine the student enrollment, the student/faculty ratios and the general cost of operation. I would strongly urge that while being the least costly department of its kind in a university is not necessarily a benefit, being the most costly is certainly a way of raising a red flag for an administrator who is looking at a way to reduce expenses.

f. Faculty research. One of the first questions asked when a department is being considered for discontinuance is what is the quality of the faculty? While teaching is important, quite frankly, one of the first areas of investigation is the scholarly productivity of the faculty. There are, of course, many indicators of scholarly productivity. The first that comes to mind is publication. I would make certain that an on-going program of research and publication is taking place in my department. I would like to see a regular pattern of articles appearing in the national and regional journals of the field, as well as papers being presented at the national and regional conferences. An on-going record of scholarly productivity for a department is one of the best ways of keeping the image of that department high in the minds of administrators. Another very important way is grant activity. In an era in which dollars for operation are difficult to come by, grants can provide a department and a university with much needed funding. Departments which generate grants and research support automatically are well thought of by administrators and heighten their chances of remaining at the university. If your department is not involved in the research and grants business, then I recommend that you consider doing so immediately.

g. Service to the community. It is extremely important that members of your department are intrinsically involved in the community around your university whether it be in the city, the county or the state. When the department is well received by significant people outside the university, it is difficult to eliminate.

4. *Develop strong leadership*. It is very difficult for some faculty groups to allow a strong department chair to function. I can tell you, however, from a Dean's perspective, that when I see a strong department chair who has the confidence of the faculty and who can make decisions for the faculty, I am more willing to view that department as being "together" than I am one that seems to be operating by creative anarchy. In times of cut-backs and financial problems, frequently the perceived credibility of a department rests on the relationship between the administration and the leadership of the department.

5. *Do long range planning*. It is important, in my view, that a department be actively working on new programs in anticipation of future trends in the discipline and student interest and needs. Long range planning in an attempt to meet the needs of the future will be both beneficial to the development of the department and present the kind of image to the administration which you desire.

6. *Keep faculty flexibility*. It is important that as much as possible you try to keep some faculty flexibility in your department. If you have part-time positions, I would urge that as much as possible, you keep a buffer of part-time to full-time or tenure positions, so that if some cuts come, you will be able to withstand them without having to destroy your program or lay-off tenured faculty.

In conclusion, I assume that this discussion has created some discomfort, but there is no doubt in my mind, times are changing, and you must be prepared to defend your department. Higher education is an industry; while it is different from a manufacturing company or a fast-food restaurant, it is still an industry which must be accountable and must use its resources well. Any Dean worth his or her salt would, most certainly, strive diligently to protect the intellectual integrity of his or her college, to further research and the creation of ideas, to protect quality and academic freedom. However, in the end, a Dean is a manager of resources. When the resources are cut, either by the university or the state government, the Dean must find a way to reduce the cost of departments or programs in his or her college. If these cuts are severe, program discontinuance is a real possibility.

I have attempted to suggest to you some steps which can be taken to protect your department against discontinuance. I hope that some of the ideas I have presented will be helpful. The time to plan protection is NOW; not when the ax is falling and headed for its intended victim--YOUR DEPARTMENT.

HOW DECISIONS ARE MADE ON WHO WILL BE TERMINATED

Eldon E. Baker

I make no pretense to understanding how decisions are made throughout the communication discipline or higher education on who will be terminated in this "age of retrenchment." I will develop a case situation and share some observations related to the topic that are based primarily on my experiences as a department chair and direct player during a retrenchment action at my institution.

The case grew its initial roots during the years 1972-76 when faculty full-time equivalents (FTEs) continued to expand while student enrollments started to decline and shift. The institution developed financial trouble, but most people preferred to ignore it. (Parenthetically, and on a personal note, I recall accurately the following written response from a central administrator to a written request to use modern forecasting techniques and contingency analyses to explore the ramifications of the problem: "Academe does not view those corporate management gimmicks with any degree of fondness!")

Funding for the institution that stemmed from the 1977 state legislative session offered no gimmicks when a $300,000 budget cut and the implementation of an increased student-faculty ratio and an increased average faculty salary figure were mandated simultaneously. The effect of this legislative action was a projected reduction of approximately 60 FTEs. The situation was exacerbated when the president of the institution was prevented from transferring capital or operating funds to pay the salaries of any threatened faculty members.

In early May, 1977 the president approved and activated the Academic Program Review and Planning Committee (APRPC), responsible for recommending increases, decreases, or no changes in FTEs for academic programs. At the same time, he informed the campus that both tenured and non-tenured faculty members would be considered for termination.

The APRPC was composed of six faculty members: an associate professor of English, the chair of psychology, an assistant professor of management, the assistant law school dean, a professor of pharmacy, and myself. The faculty members were selected jointly by the Executive Committee of the Faculty Senate and Council of Deans. In addition, three students were appointed to APRPC by the Associated Students. The academic vice president served as *ex-officio* chair of the Committee.

The pressure was on the APRPC. In less than six months it had to complete work that under other conditions would take years. As one of my colleagues put it, the Committee was asked to solve the following transitive-inference test in record time: "Programs X, Y, Z are not as healthy as Programs A, B, C. Programs K, L, M are not as sick as Programs A, B, C. Which programs are the healthiest?" Solvable? Yes. But difficult.

The bulk of my remaining remarks will focus on two interrelated dimensions of the APRPC and the retrenchment action: (1) developing the data base, and (2) engaging the decision process. I will condlude with an epilogue.

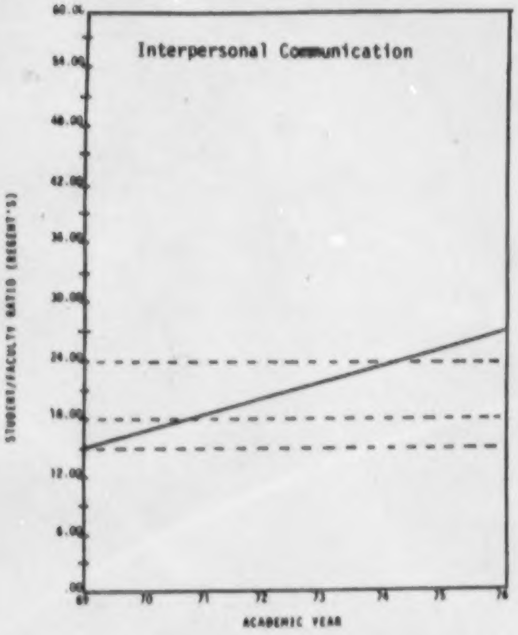
Developing the Data Base

After establishing rules, procedures, and the general operating plan, the first step in developing the data base occurred when the Committee requested the head of each of the 37 programs under review to prepare a detailed "guidelines" document. The document was intended to serve as a foundation for nearly all subsequent reviews and analyses. The items and most spaces for responses in the guidelines document were held constant. Major items centered on program objectives, curriculum interdependencies with other programs, student credit hour production, quality and assessment of teaching, quality and worth of scholarship, nature of professional service and outreach, and employability of graduates. Up-to-date, thorough resumes for faculty members were requested as attachments to the completed guidelines documents. (I want to note that the quality and kind of information presented in the guidelines documents varied substantially. Not all program heads could retrieve career data on graduates. Not all program heads could produce accurate data on faculty members' scholarship. Etc.) Suffice to say that if nothing else, the completion of the guidelines documents allowed professional management to become an acceptable term and practice within my institution.

Next, the Executive Committee of the Faculty Senate in conjunction with the Committee created 15 task forces. Three were designated as "horizontal" task forces, each assigned to campus-wide study of a single aspect of the programs under review. These horizontal task forces were named Research and Creative Activities, Service and Outreach Activities, and Data and Trends. The Research and Creative Activities horizontal task force's major criteria for analysis included: (1) number of publications per FTE, (2) major or minor area of research activity (e.g., refereed journal articles vs non-refereed journal articles), (3) availability of research outlets, (4) amount of research funding, and (5) proportion of faculty with no evidence of scholarly or creative activity. The task force rated each program as superior, more than adequate, less than adequate, and deficient. The Service and Outreach Activities horizontal task force's criteria for analysis and conclusions were never made explicit. Presumably, faculty members' resumes were reviewed for quality and quantity of service and outreach activities, resulting in a program rating of superior, very good, good, average, or below average for each program. (Interestingly, no program received a superior rating.) The Data and Trends horizontal task force assembled raw data covering an eight-year period, produced graphs, and conducted statistical analyses on dependent variables involving student credit hour production, student/faculty ratios, expenditures, and majors for each program under review. A linear regression technique was used to indicate trends for the dependent variables. Figure 1 presents a sample graph.

FIGURE 1

Sample Graph: Regressed Variable
(Student/Faculty Ratio-Regent's)



In this figure, a range (0-60) of student/faculty ratios, expressed for example as "18-to-1," is juxtaposed with eight academic years. I want to add at this point that the regentially mandated ratio for the institution was 19-to-1, in line with the intent of the state legislature. The ratio formula is complex, and does not mean 19 students in a classroom with an instructor. The dashed lines in the figure are regression lines for the institution. They represent a corridor within which the middle 50% of programs resided, with the middle line being the 50th percentile. Thus, a visual comparison of the program, represented by the solid line, was and may be made with the institution. (Of course, no bias is displayed regarding my choice of program.) Programs appearing beneath the bottom institution line were in the lowest 25% of programs; programs appearing above the top institution line were in the highest 25% of programs. Figure 2 presents a sample of the statistical analysis conducted by the horizontal task force.

FIGURE 2

SAMPLE STATISTICAL ANALYSIS (STUDENT/
FACULTY RATIO-REGENT'S)

UNIT	STUDENT/FACULTY RATIO (REGENT'S) 8-YEAR AVERAGE/RANK		STD DEV.	SLOPE	R^2	RELATIVE SLOPE/RANK	
PHIL.	16.80	26	2.85	-1.07	.84	-0.06	30
INTERP. COMM.	19.48	17	3.95	1.39	.74	0.07	1

Figure 2 is self-explanatory except for R^2. Simply, R^2 represents the degree of association between time, treated as an independent variable, and the regressed, dependent variable. For example, an R^2 of .75 would mean that time accounts for three-fourths of the variance and that the eight data points (years) are lining up on the regression line, assuring reasonable confidence that time is predicting the regressed, dependent variable.

The remaining task forces, called "vertical" task forces, were assigned to in-depth study of various academic programs. An example of the vertical task force structure was as follows: Social and Behavioral Sciences B (economics; home economics; political science; sociology.) This vertical task force, like most, was composed of five faculty members and a student. Vertical task forces completed their reports on the basis of completed guidelines documents and horizontal task force reports, as well as extensive interviews with administrators and faculty members in the programs they reviewed. Completed vertical task force reports focused on program contributions to the institution's mission, role, and scope, quality and quantity of teaching, scholarship, professional service and outreach, and ability to meet student needs. Thus, the vertical task force reports provided the means for cross-comparisons with the guidelines documents and the horizontal task force reports.

Engaging the Decision Process

At no time in the history of the institution was a more thorough, penetrating investigation of academic programs conducted. The APRPC worked night and day for nearly five months, eventually reviewing thousands of pages of qualitative and quantitative data. Hundreds of hours were spent hearing testimony from task force chairs and engaging in cross-examination and rebuttal with numerous administrators and faculty members. Data were checked and cross-checked. Committee credibility was assured by having members excuse themselves during deliberation and voting whenever a potential or actual conflict or interest existed. Committee members' interactions constituted a model documentary for the best in efficient, effective small group communication and behavior. As the Committee approached its deadline, criteria for preparing program recommendations and rationales were formulated. The criteria were rigorous and exhaustive, ranging from the preservation of program integrity to the maintenance of irrevocable commitments to students. Draft recommendations and rationales for each program that emerged from sub-committees were reviewed by the total committee for adherence to criteria, soundness of assumptions and evidence, adequacy of proof, and clarity. Individual program recommendations and rationales were approved for final copy only after authentic consensus was achieved.

On November 1, 1977, the APRPC recommended a net of 29.5 FTE faculty cuts, less than half the cuts necessary for meeting budget. Twelve days later, an appeals process reduced the number of recommended cuts to 27.5

And now, the rest of the story.

On November 18, the president, after consultation with the institution's legal counsel, determined that tenured faculty could not be cut because to do so would violate contractual obligations and subject the institution to numerous law suits. In addition, the president contended, tenured faculty could not be cut unless financial exigency were proven. (Financial exigency escapes precise definition. Smith has defined financial exigency as an imminent financial crisis which cannot be alleviated by means less drastic than the termination of the appointments of members of faculty.[2] I disagree. My research indicates that financial exigency is declared only when an institution can prove that it is on the brink of bankruptcy. Regardless of which definition is "correct," I would argue that cutting a football program is an alternative to cutting faculty members, tenured or non-tenured!) The president then asked the APRPC to recommend total programs for elimination, the legal assumption being that tenured faculty members could be terminated if their programs were eliminated. The APRPC did not comply with his request on the grounds that a state-wide university system program review should precede any recommendation for program elimination at the institution. This action forced the central administration to find additional FTEs for termination in a last-ditch effort to meet the mandated budget.

On December 15 or "Pink Thursday," about sixty first- and second-year faculty members without tenure received notices of termination of contracts. After appeals, attrition, and non-replacement of open FTE lines, approximately half of the faculty members receiving notices of termination of contracts were fired.

Epilogue

The institution created a comprehensive and sensitive data-decision system that yielded high potential for deciding terminations equitably in a period of retrenchment. Obviously, that system was insensitive to an ultimate decision process that was based on an administrative path of least resistance and risk. The major mistake was that the initial data-decision system operated in the absence of binding criteria for the termination of tenured[3] and non-tenured faculty members. My epilogue concludes with the admonition that any system for determining who will be terminated during periods of retrenchment may not be worth the Montana wood fiber on which it is described if such binding criteria fail to exist pre-facto.

Footnotes

[1] The items included in the guidelines documented were: (1)an outline of the chronological development of the program, including any changes and orientation over time, (2) program mission, role, and scope, (3) program specialties and sub-division, (4) comparisons with other similar programs in the state and region, (5) assets, uniqueness, or deficiencies of program, especially as related to geographical setting, (6) projected impact on program if one or more FTE faculty were eliminated, (7) accreditation involvements, (8) nature or curriculum review, internal or external, including justifications for courses not taught, (9) faculty effort for graduate instruction as compared to undergraduate instruction, (10) relationships of undergraudate and graduate offerings, (11) curriculum interdependencies with other units, (12) student advising procedures, (13) contact hour teaching loads and credit hour production for each faculty member over the previous five-year period, graduate and undergraduate instruction differentiated, (14) extension courses offered by program over the previous three-year period, (15) nature and rigor

of teaching evaluations of faculty members, and summaries of teaching evaluations of faculty members, and summaries of teaching evaluations for each faculty member over the previous three-year period, (18) summary of the faculty members' quality of scholarship within the criteria of discipline relevant to the program, (19) summary of the faculty members' breadth and quality of professional service, (20) program standards and procedures for faculty selection and advancement, (21) existence and worth of advisory groups for the program, (22) selection criteria for graduate students and procedures for evaluating graduate student performance, (23) success of the program's graduates in being accepted to graduate and professional programs, (24) graduate students' professional activities (e.g., papers presented at professional meetings), (25) success of graduates finding employment in career ventures related to their training, (26) program efforts to provide students with career assistance (e.g., internship programs) and help in finding employment after graduation, (27) summary of proposed and successful attempts to secure outside funding, (28) proof of program visibility at the regional, national, and international levels (e.g., request for consultation; adoption of textbooks written by faculty members), (29) assessment of library holdings, facilities, and equipment, and (30) course offerings during summer sessions, and success in providing innovative courses or workshops during summer sessions.

[2] Robert M. Smith. "Planning for Change: The Impact of College and University Retrenchment Practices," *Association for Communication Administration Bulletin*, August, 1979, p 11.

[3] The current collective bargaining agreement at the institution, effective July 1, 1978, outlines the termination of tenured faculty members under conditions of curtailment and discontinuance.

HOW TO SURVIVE A MANDATED CUT-BACK

Harry Ausprich

How do you survive a mandated cut-back? That is the issue I have been asked to discuss. My point is simply made: you can survive a mandated cut-back, but the way it is done depends on what you do before the impending cut-back occurs. In my experience, a decision for cut-backs is not made quickly. There are obvious signs, signals that indicate it is coming. This has occurred in the three universities in which I have worked as a Dean. You know, cut-backs are to a university what pigeons are to a cathedral: one moment flashing white wings against a blue sky, an image of exquisite beauty; the next moment something fouling sacred foundations, and giving the upturned eye its ultimate humiliation.

The most significant cut-back occurred when I was at SUNY College in Buffalo. The president decided that the institution should be academically reorganized. Out of this reorganization, he wisely thought, the cut-backs would be felt less catastrophically, and he was correct.

At SUNY College in Buffalo I was the dean of the faculty of arts and humanities. At least that was my title when I left the institution. Five years prior to that point, I was hired as dean of the arts faculty which included the departments of fine arts, design, speech, which included theatre and broadcasting, art education, and music. Out of the president's mandate vis-a-vis major institutional reorganization, I then became dean of the faculty of arts and humanities. This new post included administrative responsibilities over the departments of performing arts, which included dance, theatre and music, art education, design, fine arts, philosophy and religious studies, English, foreign languages, and journalism, broadcasting, and speech. I also had administrative charge over a number of institutes on campus, the most notable of which was the Institute on Future Studies. What happened during the period I was hired and then left five years later had to do primarily with methods or techniques developed by the president and faculty to survive a mandated cut-back and it came about through major, as I indicated above, institutional reorganization.

The president chose to take forty-two departments and reorganize them into twenty-six. In do doing, five undergraduate faculties were reduced to three. A number of administrators were relieved of their responsibilities and subsequently left. Faculty were transferred from one department that was phased out into a new academic unit with sometimes new teaching and research responsibilities. These moves necessitated a faculty retraining and development program - supported with institutional monies, central university system grants, and, more importantly, financial and program assistance from arts, broadcasting, business and newspaper constituencies in the community.

In my own particular set of responsibilities I was charged with the task of reducing programs, combining programs, and redirecting faculty assignments. This I did through a process which is too complex to describe in detail. Essentially, it involved a complete set of consultations with faculty, department chairs, the vice president's office, students, and with community people, resources, and agencies. This process took a full calendar year to complete. Let me give a couple of examples.

We had a speech department which included theatre, radio, television, and general communication. After a series of extensive discussions, we decided, basically using programatic rationale, that it would be wise to take the speech department and reorganize it. Out of this reorganization was created a department of performing arts which included theatre, music, and dance. And to get dance, we embarked on a series of discussions with another dean in another faculty. Dance, as you will guess, was housed in the department of health and physical education. So, we designed a new performing arts program where all the dance, music, and theatre faculty were housed under one chair in one academic unit. This opened opportunities for new kinds of program development, particularly in the area of musical theatre. The focus in this new department was no longer one of service, as had been the case in the old music department, or one of a service orientation with physical education emphasis as was true in the former dance program. New BFA degrees were proposed and implemented in the performing areas, and we achieved integration of teaching on the undergraduate level which simultaneously called upon the three arts to function together. Involved in this also was retraining of faculty and some transferring of faculty in other units of the university to the new department of performing arts. This, indeed, helped us to survive the cut-back which was to come later to the institution. We built a new program, attracted new students, and most importantly garnered the support of the community.

Part of this reorganization plan included the creation of a new department of speech, broadcasting, and journalism. We had a major journalism component in the English department, three of these faculty were transferred into the new department, and two or three other faculty were transferred from professional studies programs in another faculty to the journalism program. They underwent a series of retraining programs which were jointly held in cooperation with two major newspapers in the city of Buffalo. These individuals were hired by the newspapers to learn the skills and techniques of reporting, editing, public relations, and advertising, and then they were brought back to the college a year later where they functioned in new roles in the new department of broadcasting, speech and journalism. This saved major cut-backs in faculty, it saved retrenchment of faculty, and, more importantly, it provided our students with a new focus in undergraduate education in the communication areas.

Going back to the question raised earlier in this paper, how did we survive a mandated cut-back?

I described one of the ways we did it: namely, we did our own inhouse homework carefully, and I might add, rather painfully. This was not an easy process. Faculty objected to new roles, the development of new programs, and new relationships with other colleagues. But, we did pull it off and we pulled it off with grace and with effectiveness. We involved the faculty; we tried as hard as we could to explain to the faculty why it was being done. And our faculty knew the problems because they knew what was happening in other units in SUNY which did not take the initiative, which did not take the leadership in reordering overall academic programs.

We were excited by this development. When we were asked by the university system central office to return lines, we discovered that we could. We did not have to let people go, we did not have to fire people. We gave lines back, we gave monies back, through normal, natural attrition and, perhaps more importantly, the lines we gave back were the result of a rather careful, thoughtful, creative approach to a complete reordering of the curriculum.

Let me say a couple of other things with regard to surviving a mandated cut-back. I think there are some very specific things that can be done to survive such cut-backs and they all have to do with the role of faculty as teacher because at the SUNY College in Buffalo the primary role of the institution was undergraduate instruction. By the way, at Kent State one of our missions is research so the process would be quite different there. Because in my experience I have discovered the primary reason for cut-backs comes when there is an excess of teaching faculty in programs that a.) no longer have student enrollment, b.) had few graduates and fewer jobs, c.) lacked a service dimensions in the program, and d.) holds little promise of sufficient enrollment in the future (and you can find this out by very careful demographic studies.) So it has to do with the overall issue of teaching. Here are some suggestions:

1. Colleges and universities, in my opinion, should organize regular campus programs on teaching, coordinated by an institute, supported out of the general budget, and sustained primarily by faculty themselves, using roughly ten per cent of their professional time for activities they now neglect. The purpose of the institute should be to create and sustain a pedagogical culture on compus, primarily if you are directly observing and discussing many examples of teaching, rather than through theoretical lectures on pedagogy or second hand accounts of teaching. What ever use is made of consultants or professional staff, the responsibility for making the program work should rest with members of the faculty - some of whom, as associates, would devote part of the regular teaching time to the work of the institute. We did this in New York to a major degree.

2. Universities bear a responsibility, both for their own teaching of undergraduates and for the later teaching of those to whom they award higher degrees. Therefore, the campus institute should supervise a teaching practicum undertaken by graduate students in the course of their work for the Ph.D. or other degrees that lead to work in college teaching. These students would learn not only by doing but also by discipline, self-reflection, supervision, observation of other teachers, and detailed discussion.

3. Professors should have access to small grants for special teaching projects. At present, only research proposals are likely to bring in money but if a small percentage of the total educational budget were set aside for this purpose, especially if the grants were linked with the campus teaching institute, the inventiveness of professors might emerge more fully in the sphere of teaching.

4. Institutions must loosen the present monopoly departments now hold over both professorial time and the "field of knowledge". Along side the departmental structure, institutions could encourage the development of colleague groups devoted, like departments, to teaching as well as research. In this system, a given professor would have a multiple identity as both a political scientist, let us say, and a member of a colleague group on the allocation of world resources. A collateral system of colleague groups who work only to the extent that it shares the powers of departments. Please understand what I am talking about. I am not talking about dissolving departments or creating interdisciplinary programs or pandisciplinary programs, I am talking about a collateral system of colleague groups which work only to the degree that it shares the powers of departments--a very different concept than that proposed in the past.

5. In mid-career some professors develop non-academic ambitions, want to switch to another field within an academic life, or become disinterested in teaching. In order to allow them seriously to consider changing careers, I propose a system of insurance for mid-career changes that is open to all colleges and all universities. Under this system, a professor who left a senior position and declared an intention of taking up another field, would receive funds to facilitate the transition. This would provide a way out for the individual professor and would make funds available to the

institution for a fresh appointment. We also did this in New York.

Finally, I would suggest a program at every college and university facing a mandated cut-back that deals with the continuous processes of planning and conducting program evaluations. This program would include sessions encompassing the following topics:

1. Establishing credibility for an evaluation system.
2. Estimating the resources required to initiate and maintain a program evaluation system.
3. Involving faculty, students, administrators, and others in the evaluative process.
4. Integrating program evaluation into the institutional governance structure.
5. Linking institutional and state-level program reviews.
6. Balancing institutional and state-level priorities about resources use and improvement of program quality.
7. Establishing review criteria in a political environment.
8. Measuring the effectiveness of an evaluation.
9. Assessing the opportunity costs of an evaluation.
10. Determining whether a comprehensive or focused evaluation is required.
11. Projecting the costs and benefits of conducting program evaluation.
12. Organizing a program evaluation process.
13. Establishing a system for collecting, interpreting and utilizing evaluative information.
14. Matching strategies with evaluation needs.
15. Recognizing methodological and logistical problems in data collection and interpretation.
16. Interpreting perceptions about program quality.
17. Using locally developed vs. standardized instruments.
18. Reporting evaluation results: public or confidential?
19. Identifying direct and indirect budgetary influence of program evaluations.
20. Focusing evaluations to encourage program planning.
21. Relating new and existing program review processes.

What I am asking you to do is to pay attention to the difficult and painful processes of internal assessment and evaluation in an open, comprehensive, and extremely well-managed fashion. I am convinced that if your institution does its homework and does it well you can control a mandated cut-back. Your control in this cut-back, by utilizing the suggestions and recommendations that I have offered will then make it possible for you to make the important academic judgments regarding the future directions of your programs. You are trained and professionally skilled in the art of persuasion, in the art of providing the necessary skills needed to discuss and debate in a professionally acceptable environment. I ask you to consider putting your own skills, your own training to work in an effort to assess the necessary programs that you believe are important to your institution and then to design ways quickly to implement your judgments. An administrator, who is worth his or her salt, will welcome this approach to program evaluation which will allow him/her to recommend the needed changes in program direction that will inevitably occur and then for your administration to hopefully make the wisest decisions in the very best interests of your institution.

BOOK REVIEWS

James E. Roever, Editor

Books that deal with administration in education (not necessarily Speech Communication specifically) will be reviewed. Persons wishing to recommend books to be reviewed or persons wishing to serve as reviewers should write to: James Roever, Department of Speech Communication; State Univeristy of New York College; New Paltz, New York 12562.

PARADOXES OF EDUCATION IN A REPUBLIC

Eva T. H. Brann, Chicago: University of Chicago Press, 1979; 172 pp. $12.95

Some introductory passages catch both the theme and flavor of this remarkable little book:

> *It seems to me that our time is not an era in which the scene of learning can teem with much newness. I believe that possibility began to vanish three centuries ago, when methods for the intentional production of novelty were instituted and innovation became a term of daily business. I think the external excitation and the internal feeling of dust-and-ashes with which each foray into novelty is received are indices of this condition. . . Our strength is not in newness anymore* (p. 3).
>
> *The chief offenders in flaccid edification seem to me to be the humanists [and their modern heirs], even Erasmus and Vives. . . .[T]heir arguments always run to learnedness; they live in a world of reference rather than of reason. In the end, they voice mere opinion* (p. 6).
>
> *Since this reflective realm is deposited in texts, education properly centers on books--books of musical notes, of mathematical symbols, but, most of all, books and letters, words being the peculiar conveyances of thought and the most faithful way in which the gift of another's thought can be presented to us. Therefore, institutions of education are known by the quality of their book learning, and all attempts to alter that fact end either in a decline of the institution or in a counter-reformation* (p. 17).

So Brann argues a conservative position on the educational enterprise, unabashadly and sometimes archly. And because the author is a sharp and forceful advocate, the reader forgives her some moments of crankiness, even relishes her scorn for modernity. Brann's study compares with other important contemporary statements on the nature of higher education such as James Bryant Conant's *Education and Liberty*, Jacques Barzun's *The House of Intellect*, and Paul Wolff's *The Ideal of the University*. In such company, her case on behalf of college (as distinct from university) education stands up very well indeed.

She builds her analysis in terms of three educational paradoxes. The first paradox concerns the competing aims of a college education. On one hand there are individual goals: advancement, refinement, social ornament, professional improvement. At odds with personal goals stand the civic aims of education, set forth by Hume, Jefferson, Benjamin Rush, Horace Mann, and other spokesmen for republican educational philosophy. They intended the college to inculcate those virtues and passions deemed necessary for republican institutions to thrive.

Brann's discussion of the sometimes contradictory pursuit of individual and civic objectives is the most profound, if briefest, segment of the book. Too many complacent pedagogues mask their satisfaction with the educational *status quo* with empty reformist pieties. For them, platitudes regarding child nurturance and assorted educational "missions" constitute an obligatory bow in the direction of public responsibility (Wishy's *The Child and the Republic* is one of many instances that come to mind). Brann brushes aside the hollow phrases and strips key concepts to their roots in political theory. Her aim is to reveal the fundamental salience of education to the flourishing of *republican* ideals and ideologies.

> *The virtue the early writers wish to inculcate is a mean between the grand, selfless passion of ancient republics and the calculatingly enlightened self-interest of modern moralists . . . . It is the social virtue referred to above, a benevolent utilitarianism. [T]he utility is to others--the opposite of virtuous is injurious* (p. 53).

In the course of exposing the distinctly republican foundations of American education, Brann articulates a complex pattern uniting state and school; she does so with clarity and sensitivity.

In the most extensive section of the book, Brann considers the second paradox, which arises from our traditional commitment to a corpus of learned texts as the basis for various educational activities. She makes two points that bear special discussion. First, she claims that our tradition has undergone successive though not always compatible intellectual fashions in the characterization and function of "knowledge." Her provocative foray into intellectual history then becomes a vehicle for her critique of modernity. *Vide:*

> *The transmission or tradition of knowledge was discredited [in Bacon's day] in favor of the advancement and diffusion of knowledge--these were the new key terms. Communities of learning yielded to agencies of research, whose exemplar was depicted in Bacon's New Atlantis* (p. 74).

This initiation of an attitude of *res non verba* (education about things, not words) was to culminate, according to Brann, in curricula which sacrificed an educational emphasis on the rational, speaking human being for attention to "the inexhaustible multiplicity of an intelligible and exploitable world" (p. 90).

Her examination of the paradox of knowledge serves also to remind us that we are heirs to two collegial models, the Prussian university with its goal of generating knowledge, and the English college with its aim the interpretation and transmission of knowledge. Though both systems have their value, Brann is clearly more sympathetic to the latter insofar as the education of the citizen in a republic is concerned.

The third part of the book examines the paradoxical quest for rationality in a republic. Briefly stated, "the obligation to think for oneself turns everyone else's thought--and finally even one's own--into mere opinion" and so rends the very fabric of political consensus on which all republics must rest. Even more pernicious for the commonweal is our faddish worship of "self expression." As Pericles and Nietzsche knew so well, and as Brann also realizes, preciousity--the flight from the oblivion of common sense for the sake of richer "life experiences"--subverts prudence, the most essential mental activity in a republic. In the aftermath of the Anthony Blunt espionage scandal, in which Cambridge schoolboys set themselves above the law in pursuit of narcissistic aesthetic ideals, this last dilemma bears especially sober reflection by educators.

Taken as a whole this work is most lively in revealing to us whence we come as educators and at what a bewildering impasse we now stand--due largely to our failure to remember how delicately and thoroughly the educational enterprise as we know it is beholden to republican political principles. The book is less persuasive when Brann seeks to resolve each of the paradoxes with what amounts to a renewed plea for a "great books" curriculum. In those moments her otherwise riveting prose goes flat. There are also moments when her main rhetorical tactic--a dazzling pastiche of succinct quotes from the masters coupled with mordant asides on the sad fate of contemporary education--overshoots scorn and becomes reminiscent of Mortimer Adler at his most dispeptic:

> *These covert forms of self-realizations come to grief, I think, both for what they preclude and for what they presume. Premature preoccupation with the problematic and persistent malaise. . . .* (p. 29).

Yet who among us has not experienced similar moments of mean-spirited floridness as we attempted to slide a new course proposal past a truculent faculty committee? To the extent that Brann is arguing for significant curricular reform to an audience of suspicious educators, her few stylistic lapses can be forgiven.

In the end, stylistic quibbles constitute a small complaint given the scope of the entire work. For the most part, Brann offers a first rate analysis of problems and prospects in college education. Her effort is thoughtful, lucid, unsettling, and by and large erected on solid scholarly interpretation. Her interpretation of key texts (such as Jefferson's Rockfish Gap Report) may in fact be the soundest evidence for the educational case she is making. I urge all those with an interest in the destiny of higher education to take this book seriously. And I dread the day William Buckley discovers Eva Brann. Should those two ever team up, the academic windmills might be in for some robust jousting.

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EDUCATION FOR UNCERTAINTY

Ed. Edmund J. King, London and Beverly Hills: Sage Publications, 1978; 250 pp. Hard: $18.50, Paper: $9.95.

The second volume in the Sage Publications' Annual Review of Social and Educational Change (Vol. 1 being *Reorganizing Education*), this work is a compendium of ten essays categorized under four headings: Conceptual Analysis, The Challenge to Institutions, Education and the Changing World of Work, and Responses Within Education. Of the eleven authors, five, including the editor, are British, one Danish, one French, and three American; hence a western civilization perspective throughout.

King, in the Editor's Introduction, acknowledging the "crisis in education," i.e., that traditional educational values, institutions and systems are inadequate for the remainder of this century, presents this volume as fulfilling *an opportunity to take stock--first of that which lies ahead and around us, secondly of the expanding context of education and learning opportunity which surrounds familiar 'education' and challenges it, and thirdly of alternatives already discernible on the horizon.* The editor seeks to accomplish the book's purpose by organizing the essays quasi-sequentially under the headings of analysis, response, and future perspectives. Each of the essays seeks to take account of political, technological, and social changes challenging both formal educational institutions and less formal lifelong learning phenomena.

The Editor visualizes the primary function of this work as that of providing bases for "widespread discussion far beyond the formalities of education and its planning." That the volume falls somewhat short of the mark is acknowledged by King, who apologizes for an intended but missing chapter on adult education, whose contributor was forced to withdraw "at the last moment."

Section I, Conceptual Analysis, embraces two essays: "Uncertainly: Some Historical Perspectives," by Asa Briggs; and "Educational Ideologies and Educational Policy," by Gerald Bernbaum. These two seemingly unrelated pieces--utilizing thirty-two pages--focus on the uncertainty syndrome facing education, in Britain especially, and decry what Bernbaum forsees as "the present danger," namely, that widespread disillusionment with current educational institutions and programs *may produce a strong reaction which encourages policies based on a romantic or nostalgic view of an educational past of discipline, standards and industrial training which is itself only remotely based on any kind of historical truth.*

Section II, The Challenge to Institutions, encompasses three papers: "Toward a Contingency Theory of Changes in Education: Organizational Structure, Processes, and Symbolism," by C. Brooklyn Derr and Terrence E. Deal; "The Certainty of Uncertainty in Higher Education," by Ladislav Cerych; and "Education for Uncertainty: The Role of Evaluation," by Paul L. Dressel. These eighty-six pages, the "heart" of the volume in this reviewer's opinion, wrestle with more or less pragmatic solutions to the crisis to which the Editor refers in the introduction. Derr and Deal do a respectable job of reviewing the literature on recent organizational change and educational reform in the U.S.A. and attempt to provide a framework for examining the internal organization of public school systems generally. Cerych puts the case forcefully that the future of higher education is unavoidably uncertain, a thesis which he then proceeds to "document" rather concisely and most persuasively. In a somewhat labored and redundant preachment, Dressel manages to bring the reader along with him to a foregone conclusion, namely, that education for the remainder of this century, to be functional, "must be based upon the development of some set of competencies that enables the individual to further his education as needed...." He postulates that, if traditionalists fail to define an education in terms of "significant outcomes," then it deserves the inevitable fate of being replaced by "a new pattern of education which is relevant and effective." What that "new pattern" will be Dressel fails to tell us.

Section III, Education and the Changing World of Work, contains one think-piece, "Career Preparation in the Humane Perspective," by C. H. Dobinson; and a well-documented report entitled "Education and Development: A Case Study of Uncertainty from Africa," by R. D. Honeybone. Dobinson, decrying the impersonally depressing atmosphere found in European technological school systems, halfheartedly makes the case for liberalizing "humanistic" studies and the presence of guidance counsellors as an antedote to the prevention of crime, "one of the greatest money-savers for any nation." Honeybone's case study of "uncertainty from Africa" is a perceptive and insightful report of trial-and-error educational planning in Tanzania, which may well serve as a "lesson" for academic planners in developing third-world nations.

Section IV, Responses Within Education (seventy-seven pages), contains three papers: "The Uncertain Criteria of Deprivation," by Richard Hoggart; "A Curriculum for Uncertainty," by Niels Gullberg-Hansen; and a concluding essay by the Editor, Edmund J. King, entitled "Post-Compulsory Education." Hoggart reviews the varying points of view concerning what he terms the "debate about 'cultural deprivation' and its implications for education." Shifting from a relatively objective analysis of representative literature, he concludes with an emotionally-tinged plea for educators "to help them [the so-called culturally deprived] stand up better on their own feet as articulate, critical, judging human beings." Gullberg-Hansen's "curriculum for uncertainly," based presumably upon the "development in Scandanavia as model," consists of a twelve-item "shopping list" [Gullberg-Hansen's own words!] that appear to this reviewer as designed to satisfy everyone's educational needs at all levels for all occasions. Editor King, in the closing essay, indicts the "over-certainty" of educational systems in the Western world as inadequate for the future and makes the case of expanding educational frontiers, both curricularly and systematically, to embrace lifelong learning, which he deems essential for keeping societies abreast of a rapidly changing universe, or education which insures "relevance to the world of continuous readjustment which today's pupils will face as adults."

Although in some measure fulfilling Editor King's stated purpose, this volume of essays, with possibly two exceptions (Honeybone's and Gullberg-Hansen's), is too esoteric to be of practical value to educational planners of the future. This reviewer can visualize a third volume in this series which challenges those charged with educational management to generate and report more innovative curricula and systems required for pluralistic societies in the decades of uncertainty immediately ahead.

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AMERICAN HIGHER EDUCATION IN DECLINE

Kenneth H. Ashworth, College Station, Texas:
Texas A&M University Press, 1979; 105 pp.

A number of reasons have been suggested for the troubles higher education faces today. References to such factors as the ending of the baby boom, concern over high taxes, the reduction in job openings for college graduates, and a growing anti-intellectualism in our society imply that the problems are the result of external factors and forces over which higher education has little control. Kenneth H. Ashworth, in a powerfully written 105 page book entitled *American Higher Education in Decline*, looks inward. Ashworth, who is Commissioner of Higher Education for the State of Texas, takes the position that if America's higher education system is currently in trouble, then it has primarily itself to blame.

The decline in higher education is attributed by Anshworth to developments during the past two decades that by and large have resulted in the loss of educational quality. Motivated by a desire to make higher education more accessible, to innovate, to overcome past injustices, to obtain federal funds, or simply to attract more students, faculty members and administrators have tolerated or encouraged a variety of new educational programs and approaches that Ashworth views with alarm. These developments include: the growth of postsecondary institutions that offer bachelor's, master's, and even doctoral degrees that are substandard in quality; an increasing number of non-traditional or external degree programs that require little effort on the part of students or that offer credit for "life experience" (granting six hours of credit in sociology to a student because he or she grew up in a slum). Ashworth also cites the lowering of admissions standards, the lowering of performance standards in order to increase the size of the enrollment, the reducing of or eliminating of course requirements, the offering of courses and programs of off-campus locations some of which are out-of-state, and the offering of less demanding master's degrees and doctorates to "working" students who need "flexible" requirements. These and other practices, according to Ashworth, have placed America's higher education system in jeopardy.

Most faculty members and administrators in speech communication, one of the many disciplines whose academic programs and practices have been influenced by and at times encouraged some of the developments Ashworth attacks, are likely to find the Ashworth book quite provocative. Ashworth presents his arguments in a forceful and compelling manner and he is careful not to overstate his case.

Those whose enthusiasm for innovation is not diminished by the Ashworth book are likely, nevertheless, to be a bit more cautious in the future. Those who share Ashworth's point of view will be encouraged by his conviction that specific steps such as tighter control by regional accrediting associations can still be taken to stem higher education's decline. What is ultimately at stake, Ashworth concludes, is the future of civilization as we know it.

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THE UNDERGRADUATE CURRICULUM: A GUIDE TO INNOVATION AND REFORM

Clifton F. Conrad, Boulder, Colorado: Westview Press, 1978; 213 pp. $16.00.

The current diversity of approaches to undergraduate curricula is well documented in *The University Curriculum*, a work in the Westview Special Studies in Higher Education series. The book is less a "guide" to curricular innovation and reform, however, than a summary of some aspects of undergraduate curriculum theory and practice in the mid-1970's. Conrad's major contribution is a "framework for curriculum planning," but the framework is presented merely to describe, not advocate. It is the author's hope that his *book will not be used as a blueprint for change but as a tool for raising critical issues, identifying the kinds and range of innovation in American higher education, and encouraging systematic approaches to planning the undergraduate program.*

After a brief introductory chapter, the framework for curricular analysis proposed by the author is presented in outline form. Five approaches to choosing an organizing principle are stated and discussed in detail. They are academic disciplines, student development, great books and ideas, social problems, and selected competencies. Academic disciplines are the established, dominant organizing principle, and, as usual in such works, are treated condescendingly as a necessary nuisance at best and the major academic evil at worst. Present curriculum reform is the reaction to dominance by disciplines, and the powerful departments built upon disciplinary lines of organization.

Conrad's framework also encompasses four continua summarizing current curricular emphases: 1) whether the locus of learning is based in classroom learning or in experiential learning; 2) whether curricular content stresses breadth or depth; 3) whether the program design is controlled by faculty, contracted, or originated by students; and 4) whether the program emphasizes required courses, courses in distribution requirements, or electives. Finally, the author also outlines a dozen considerations to assist faculty in approaching the task of curriculum building. These considerations range broadly among all of the topics relevant to curriculum planning, from achieving administrative and financial support for a curriculum, through planning the appropriate sequences and courses, to student advising.

In three discursive chapters, Conrad applies his framework to analysis of liberal and general education requirements, concentration requirements, and experiential learning. A final chapter summarizing calendar and degree innovations was provided by Jean Wyer Hatcher. In each of these chapters, a good balance is achieved between theory and examples, but the structure of the chapters muddles the clarity of the proposed framework. The framework has the advantage of clarifying the difference between curriculum content (organizing principle) and pedagogical method (curricular emphases). In the discussion of liberal and general education requirements, concentrations, and experiential learning, these distinctions are lost, however, and the examples presented serve only to prove how complex--or how confused--is most curricular planning. Conrad might have contributed more to clarity by keeping the focus on pedagogical method, permitting the reader to draw the conclusions to apply in curriculum reform.

Evidently the structure of the book is motivated by potential audience interest: the myriad of faculty seeking (or assigned) to once again reinvigorate the liberal arts and sciences through curriculum revision. Liberal arts faculty will not be disappointed: the power of the disciplines and the lack of unification in general education requirements are the villains, and the alternatives presented are, almost without exception, those designed to weaken the dominance of the disciplines and provide focus and cohesion to liberal arts requirements. Discipline department heads and chairs will find little in this work to help in innovation and reform of concentration requirements in a specific discipline's curriculum. The attention in the chapter on concentrations, for example, is on interdisciplinary majors, student-designed majors, and career-oriented majors rather than on methods of strengthening requirements within traditional majors. The examples presented of true curriculum innovation are, moreover, drawn mainly from small, private liberal arts schools; and faculty of large, public institutions will find much that is provocative, but little that is practical.

Having begun with an orientation towards liberal, rather than professional, studies also proves awkward to the work in outlining conclusions in regard to experiential education. Attempts to accommodate experiential education to liberal studies lead to contorted redefinitions of liberal education. Vital as are the traditional arts and sciences, not everything of academic value must be justified in their name. Indeed the redefinitions necessary to incorporate liberal education, experiential education, and career-oriented degree tracks, will serve directly to undermine the traditional values of liberal education. Although constant effort in refining general education requirements is important, the area in which the most significant innovation is possible is that of specializations. As Conrad concludes, *the external and internal pressures operating in higher education today have created an environment in which the undergraduate program has perhaps its greatest opportunity for impact on students by means of the area of specialization, not apart from it.*

Communication administrators will find useful many of the ideas in the chapter on experiential learning, but it would be most efficient to go directly to Arthur W. Chickering's *Experience and Learning: An Introduction to Experiential Learning* (New Rochelle, New York: Change Magazine Press, 1977), upon which Conrad bases much of his chapter. The major original research reported by Conrad contains an item of interest to communication administrators, however. In a survey of institutional adoption of new "career oriented majors," Conrad discovered that five of sixty-three institutions surveyed have adopted "communication studies" as a newly instituted career-oriented major. Only computer science (12) and criminal justice (8) were more frequently listed.

In conclusion, *The Undergraduate Curriculum* is a useful work. Much too extensive quotation is employed throughout, unfortunately. Two hundred pages of educational jargon is difficult to endure, and the book would be more valuable, and not less authoritative, were the material more thoroughly assimilated. The framework is valuable, however; and the chapter bibliographies and Appendix B, a list of major organizational sources of information on curricular innovation, will be useful to the administrator or faculty member involved in general curriculum evaluation.

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FOR YOUR INFORMATION

Hal Greaves

Teaching Applied Ethics Increasing--but Problems Emerge

In the fall of 1977, twenty distinguished educators launched an extensive "examination of the place of ethics in American higher education." They held ten conferences in which more than 100 consultants participated; they visited and correspended with "some 500" ethics teachers, surveyed university and professional school catalogs, held a week-long workshop, consulted with professional organizations and learned societies, and amassed hundreds of syllabi. The project was under the direction of Daniel Callahan, director of the Hastings Center (a private research institution in New York) and a former philosophy teacher and magazine editor, and Sissela Bok, a philosopher who teaches medical ethics in the Harvard-MIT Division of Health Sciences Technology. Bok recently published *Lying: Moral Choice in Public and Private Life.* Callahan and Bok presented a report in *Change*, September 1979, pp. 23-27.

Since their lengthy report covers other disciplines much more than it does communication, I shall cover here a highly condensed summary of some of their procedures, findings, and conclusions.

They began their study with a number of questions: *Just how extensive is the teaching of ethics? What kinds of problems face those who attempt to introduce courses in ethics? What are faculty trying to achieve in such courses, and what should their purposes be? What kinds of faculty and student support are the courses receiving? What are the main objections to these courses, and can they be answered? What qualifications are appropriate for those who teach ethics (especially in professional schools)? How should ethics courses be evaluated?*

In both undergraduate and professional schools they encountered, *a high degree of ambivalence toward the idea of trying to 'teach ethics'. For some it connotes sermonizing or gross moralizing; for others, plain and simple indoctrination; and for still others, dry philosophical hairsplitting and endless unresolvable discussions and disputes...Certainly, no national pattern has emerged. We have found enthusiasm in some schools, indifference in others, and outright hostility in a few.*

Two broad and related worries were voiced repeatedly to the members of the research group: *Is it appropriate, in a pluralistic society, to teach ethics outside the home or the church? And is it possible to teach ethics outside the home or the church? And is it possible to teach ethics without falling into indoctrination?* And at least two other pertinent questions presented themselves to the panel: "Are some values better than others? Are some moral judgments more justifiable than others?" Callahan and Bok concluded that: *Precisely because those who live in a pluralistic society must grapple with such questions to guide their own lives, it is imperative that they be equipped with the tools of analysis and inquiry that would enable them to do so more rigorously. To deny that the university is an appropriate place for such endeavors disables the institution rather than enabling it.*

The researchers discovered that some regions of the country have many new courses and programs, others very few, and that some professionals are "well on their way to rigorous work in applied ethics, others are just beginning." But on balance, they found "more teaching of ethics, with more impact," than they expected.

We have been encouraged to note that over 90 percent of American law schools have required courses in professional responsibility; that the area of science, technology and human values has become a major focus at the undergraduate level; that courses on nursing ethics are rapidly being introduced in nursing schools, as are courses on the ethics of journalism in schools of journalism; that programs on engineering ethics are appearing in some of the leading schools of engineering; and that courses on environmental ethics, the ethics of racial and sexual discrimination, and moral problems of social science research and public policy analysis can be found in many places of learning.

Based on their extensive and representative sampling the authors estimate that "at least 12,000 courses in ethics are currently taught at the undergraduate and professional school levels."

In general, the teachers of ethics courses have had to climb uphill and have received only modest rewards:

In practically every professional school, courses on ethics are considered peripheral to the curriculum and teachers often have no special qualifications. Moreover, those who teach ethics rarely gain professional rewards for their efforts; it is often a personal commitment, well outside the mainstream of status and prestige. Even when courses have been successfully introduced, there is general agreement that good teaching material is in short supply (particularly in journalism, *nursing, allied health, and business.) Biomedical ethics seems the one exception.*

Many of the problems and difficulties connoted in the preceding paragraph stem partly from practical matters--such as money, time in the curriculum, qualified teachers, and student and administrative support--, but primarily from ambivalence toward the subject matter itself: lack of agreement on goals and purposes.

Callahan and Bok became convinced that "there should be at least five basic goals in the teaching of ethics, whether at the undergraduate or professional school level." I shall not try to paraphrase their elaboration of these goals, but merely list them: *1. Stimulating the moral imagination. 2. Recognizing ethical issues. 3. Developing analytical skills. 4. Eliciting a sense of moral obligation and personal responsibility. 5. Tolerating--and resisting--disagreement and ambiguity.*

These five goals, the authors say, *ought to animate any teaching of ethics, specialized courses should, of course, carry other goals as well, particularly in professional schools. There it is important for students to understand the history and ethos of different professions, their official codes of conduct, and the political, cultural, and social contexts that can lead to and sustain ethical standards. Most of all, they need to understand the kinds of moral dilemmas professionals encounter in their daily lives.*

The authors stoutly defend their decision to omit from their list of desirable goals that of changing student behavior. They present a convincing (to me) point of view:

> *At the least, it would be naive to pin one's hope for improvement in behavior on any course. Moreover, to bring about such changes, professors might engage in highly questionable techniques of manipulation. These would not only be inappropriate; they would also beg some important moral questions--about what constitutes improvement, for instance--that are precisely those that students should be free to debate.*

A dilemmna arises when teachers of applied ethics courses--outside of the traditional areas of philosophy and religion--must be selected. Teachers of philosophy and religion usually do not have enough background to cope with specific ethical problems that arise in professional fields and even in undergraduate fields other than their own. Similarly, teachers with expertise in areas other than philosophy and religion seldom have adequate background in the study of analysis of ethics. The authors conclude that to ease the doubts that such deficiencies give rise to "a teacher of applied or professional ethics should ideally have training in at least two areas, as well as clinical or field experience." Summer workshops, clinical experience, a great deal of reading, and working with people in the secondary field offer some opportunities for acquiring the needed knowledge and skills in the secondary field.

In moving toward conclusions, the authors state that, *if the movement to incorporate applied ethics into the curriculum is to succeed fully, three pressing needs must be met. First, a closer degree of community must be developed among those teaching applied and professional ethics.*

Second is the need for curricular material and refinement of pedagogy.

The third and most important need is for strong training programs.

And finally, they assert that, *the new interest in the teaching of applied ethics represents a turning back to questions that once had, and should still have a central role in higher education and in American life. An important development is now taking place: Our study convinces us that applied ethics is beginning to establish solid roots, that it is intellectually legitimate, and that without doubt it answers a strongly felt need.*

Teaching Ethics in Journalism Courses

In *The Chronicle of Higher Education*, (September 4, 1979, p. 15), Karen J. Winkler reports on comments Daniel Callahan made to the Association of Education in Journalism at its annual meeting, held in Houston during August.

Callahan stated that ethics was central to the entire college curriculum in the 19th century, but by the 20th century virtually no courses were offered outside departments of religion and philosophy. But late in the 1960's, medical ethics and bio-ethics began a revival that has spread sharply into science, humanities, and business courses. Acceptance by the social sciences has been much less noticeable; and, according to Callahan, "there seems to be outright hostility to giving ethics a place in graduate social-science curricula." His two year study identified only 100 such courses (out of 12,000 he estimated at the undergraduate and professional school levels).

Clifford G. Christians, professor of communication at the University of Illinois, conducted the study of ethics in journalism education. According to Christians, the values of the newsroom have not encouraged much attention to ethical considerations.

> *In the classic concept of the newsroom, the premium goes to...toughness, skepticism, enterprise, competitiveness...on rapid decision rather than on extended deliberation, on response rather than reflection. The person of action is valued: the intellectual is frequently suspect. Most displays of emotion are considered effete.*

That value system has also permeated the classroom.

But now, he said he had found, pressure from the courts and from public opinion is creating a new interest in journalistic ethics.

In news-editorial programs, he found that 66 of the 237 schools that responded now teach specific courses in ethics. Of those, 66 per cent offer undergraduate ethics courses, 59 per cent require the courses for a degree, and 43 per cent teach them every semester or quarter.

Mr. Christians found that 30 per cent of the courses in journalism ethics emphasized the law, covering such topics as the First Amendment, libel, privacy, constitutional and statutory rights in newsgathering, confidential sources, the rights of the press vs. the right to free trial, the federal communications code, copyright and plagiarism, obscenity, pornography, and censorship.

Almost all of the courses that do not emphasize the law deal with six issues and questions: Should the press tell the public what it wants or what it ought to have? The relationship of reporters to their sources. Invasion of privacy. Should reporters accept 'freebies' and junkets? Do national security and government secrecy impinge on press freedom? What are the roles of codes of ethics, press councils, and ombudsmen?

What most courses in journalists' ethics are lacking, Mr. Christians's report concludes, is a theoretical framework. 'Reflecting the pattern of journalism education at large, they are characterized more by matters of form and procedures than by rigorous moral thought.'

The report recommends that journalism programs offer separate courses in ethics and that the teachers of these courses have at least one year's course in ethics.

Women Earn Record Number of Doctoral Degrees

According to a study conducted by the Commission on Human Resources of the National Research Council, "Doctoral degrees awarded to women reached an all-time high in 1977-78, but the number going to blacks and American Indians declined from the previous year." Data in the following table, comparing 1976-77 with 1977-78, may be of interest:

	1976-77	1977-78
1. Total doctorates awarded by US universities	31,713	30,850 (down 2.7%)
2. Doctorates awarded to women	(not listed) 24.8%	8,313 26.9% (up 2.1%)
3. Doctorates awarded to men	23,855	22,537 (down 5.5%)
4. Doctorates awarded to blacks	1,186	1,100 (down 4.7%)
5. Doctorates awarded to American Indians	215	172 (down 20.9%)
6. Doctorates awarded to Hispanic-Americans	471	532 (up 16.9%)
7. Doctorates awarded to Asian Americans	907	1,031 (up 15.6%)

Administrators in communication may find it pertinent to know that the number of new PhD's in the humanities who "had definite commitments for academic employment" declined in 1977-78, compared with 1976-77, and that the proportion "planning to enter non-academic employment has remained low."

Copies of the commission's study, *Summary Report 1978: Doctorate Recipients from United States Universities*, are available free of charge, from the Commission on Human Resources, National Research Council, 2101 Constitution Avenue, Washington DC 20418.

The source for this summary is an article by Malcolm G. Scully, *Chronicle of Higher Education*, September 4, 1979, p. 16.

Major Effort to Revitalize Liberal Education is Launched by Association of American Colleges

The annual meeting of the Association of American Colleges was held in Washington, D.C. early in February, 1979. The association embraces more than 640 institutions of higher education. Mark H. Curtis, the Association's president, said a "'major national initiative'" was being instituted "to revitalize liberal education and restore public confidence in it." Curtis also said, "The underlying assumption of the plan is that humane and liberating learning is indispensable to sound higher education." After years of emphasis on career education, he said, educators want a renewal of the liberal arts. The association would provide "concrete practical assistance" to help colleges improve their programs.

The plan will provide new services in four separate areas: 1. Curriculum development: "Liberal Learning Audit Teams" will be sent to colleges to help them join liberal learning with technical and professional education that will contribute to the training of not just technicians but persons able to judge both practically and responsibly how to use their technical skills to serve society wisely and well.

And students in humanities would be encouraged to recognize the necessity of enrolling in courses in the "pure sciences." 2. Institutional development: "Institutional Advisory Teams" will visit colleges and encourage administrators to reaffirm their belief in a liberal-arts education. These teams will also hold workshops to "discuss financial crises and high rates of graduate unemployment." 3. Professional development of staff and faculty members: The association will introduce work-shops and faculty-renewal programs to help staff and faculty members to "improve their preparation and performance as teachers, scholars, and contributors to institutional decisions." In the past such workshops had been offered primarily for deans and department chairmen. Also, *to encourage scholarship on liberal education, the association plans to grant a $1,000 'Frederic W. Ness Award,' named after a former A.A.C. president for 'the book which makes the greatest contribution to liberal learning in a given year.'* 4. National affairs: One among several projects will use workshops to explain the role of liberal education to reporters who cover higher education.

At the association's annual meeting, the results of a series of "grassroots experiments" in liberal education were released. Under the name of Quality in Liberal Learning (QUILL), the experiments are being financed by a grant of $500,000 from the Ford Foundation. Modest sums of money are made available to support experimental courses on AAC member campuses. As of February, 1979, twenty-five awards averaging $5,500 had been made to faculty members at colleges and universities.

The grants are awarded for proposed courses that cross boundaries among the humanities, social sciences, and natural sciences; strengthen the liberal-learning component of *continuing education, and help integrate liberal learning with career and professional education.*

The first QUILL awards were given to faculty members who proposed such courses as 'American Agriculture in the Liberal Arts Setting: An Interdisciplinary Approach,' 'The Humanist in the Working World,' and 'The Anatomy of Knowing: The Domain of Knowledge and the University Curriculum.'

The last-named course was being considered for an offering at the University of Maryland's College Park campus for fall quarter, 1979. Robert E. Schoenberg, dean for undergraduate studies, proposed the course for freshman. He said, '*Many students have no sense of what a university or the intellectual life is all about, Freshmen expect courses to be totally practical. They have no interest in intellectucal speculation, a lack of interest in knowledge for its own sake, and very little understanding that ideas matter.*'

The course will investigate the traditions of the university with respect to the curriculum in the humanities, social science, and the sciences.

Curtis, the association's president, "expects that the association's plan and the continued financing of grassroots experiments will 'reinvigorate' the liberal arts."

Two Belated Briefs:
Meetings, Studies Set On Problems on PhD

The potential faculty 'generation gap' that some expect in the 1980's was the subject of a meeting convened January 17, 1979, in Washington by the American Council on Education and the Association of American Universities.

The gap is seen as resulting from a period when there would be so few university opportunities for new PhD's that those with the degree might leave academia altogether while others, contemplating working for the PhD, would decide to use their talents elsewhere, said W. Todd Furniss, director of ACE's Office of Academic Affairs. Studies dealing with the nature and severity of the results must precede programmatic attempts--either national or institutional--to offset damage to the progress of research and the maintenance of teaching quality. Such studies as have been completed suggest that further work with more refined approaches is now needed and some second-stage studies are under way or will soon begin.

Furniss will serve as convenor of future meetings and as the center for the exchange of information as the work progresses.

(Source: *Higher Education and National Affairs*, January 19, 1979, p. 5).

Elderhostel Program Gets Kellogg Grant

Elderhostel, a national college-based education program for persons sixty years of age and older, has received a three-year grant of $300,000 from the Kellogg Foundation. The grant will help establish a national office which will be responsible for the coordination of existing Elderhostel programs and their expansion into new areas and institutions.

Colleges and universities sponsoring Elderhostel programs design one-week summer residential experiences incorporating at least three activities. The program began in the summer of 1975 at the University of New Hampshire to coordinate the efforts of five institutions in the state serving 200 people. In 1978 it served 7,000 people at 125 institutions in 20 states. For the summer of 1979 the program will expand to 38 states, 235 institutions and over 15,000 participants, said William D. Berkeley, president. Program information can be obtained by writing to Elderhostel, 55 Chapel Street, Newton, MA. 02160.

The extremely rapid growth of the Elderhostel concept, as indicated in the verbatim paragraph above, seems impressive, indeed.

(Source: *Higher Education and National Affairs*, Feb. 9, 1979, p. 4).

Private-School Boom
(Public School Drop)

With the spate of editorials, news stories and columns we have read during the past few years deploring the steady decline in the quality of public school education in the U.S., it is not surprising that *Newsweek's* Education page (August 13, 1979, p. 83) should add to the stream of criticism. One source cited by *Newsweek* writers Gil Sewall and Jerry Buckley in Washington, and Jennifer Foote in San Francisco, is information put out by H.E.W.

The three writers cite general and specific examples, statistics, and quotations:

Allan and Virginia Richardson took their eleventh grade son, Andy, out of Walt Whitman High School in Bethesda, Md. because he "felt lost" among its 2000 students and because they were disturbed by his "weak academic record." In the middle of the academic year (two years ago) they enrolled him at Field, a day-school in Washington--"and he flourished." Richardson, an English and Latin teacher in a suburban public school says she never thought she would send "her kids" to a private school. "But my youngest son is switching this fall too. The public schools here have let us down", she said.

The Richardsons are typical of *...a rising number of middle-class families who are reluctantly...deserting public schools. ...Increasingly, parents are pulling kids out of predominantly white schools in the suburbs simply because they are unhappy with the quality of the education. The result is that private schools, once the haven of the affluent, are now attracting parents with modest incomes.*

Many parents prefer the "more rigorous curriculum" offered by many private schools; they like the small classes, "often half the size of those in public schools"; they approve of "heavy doses of homework and enjoy the easy access to teachers." John Selzer, a San Francisco bus driver who puts his third-grade son in a private school, says "If a kid is in the mainstream, public schools just warehouse him through." Other parents say they fear the disorder in many public schools and approve the behavior standards that private schools can set up and back up with "firm penalties."

A few statistics may be impressive:

Since 1970, as the number of U.S. school-age children diminished, public-school enrollment has fallen by nearly 2 million to 43.7 million pupils. At the same time, enrollment in nonsectarian private schools has increased 60 per cent to 1.8 million.

Currently, private-school applications are doubling and trebling in many cities, while middle-class families scurry to find ways of paying the freight.

...Fees for day schools run as high as $5,000, boarding schools as high as $7,000.

Such high costs make it essential for families with modest incomes to make extraordinary sacrifices to pay for the better education they believe their children receive. A few well-endowed private schools have scholarship and loan programs; one uses a barter system to aid needy students and, in some cases, tries to employ one parent part-time.

In conclusion, says *Newsweek: Public-school leaders think there may be graver problems ahead. If Congress were to approve tuition tax credits and educational vouchers, more families would have financial incentives to abandon local schools. Even now, the rush to private schools can create a vicious circle. As highly motivated children drop out of public systems, those schools decline further, spurring more families to leave. American education may be slipping toward something very close to a two-tiered caste system.*

Shortly after the *Newsweek* article appeared, the Associated Press ran a brief story noted in the *Salt Lake Tribune* reporting that the SAT scores "of America's high school seniors fell slightly this year, continuing a downward spiral that began a decade ago." Associated Press cites the College Board as the source of this information.

The average SAT-verbal score dropped two points to 427 (Ten years ago it was 463), and the SAT-math score dropped one point to 467 (Ten years ago it was 493).

Robert G. Cameron, a College Board official, said the latest decline is "disappointing in light of what many schools have been doing to improve education."

Would it be pertinent--or impertinent--to ask for a definition of "improve"?

Mixing the Young and Old

Fairhaven College, a part of Western Washington University, Bellingham, has "attempted to end the normal 'age segregation' by bringing about forty retirees into classes with its 450 younger undergraduates." The forty are fifty-five and older; the eldest was ninety-one. Harriet King, a freelance writer based in Seattle, writes about some of the features and successes of the Fairhaven program in *The New York Times*, September 9, 1979, p. E-11.

Douglas R. Rich, the program's director, indicates that both old and young students have derived benefits and satisfaction from intermingling. According to Rich, younger students will say "'I never realized what is ahead of me in life and I never would have, just from reading textbooks.'"

The goal of Fairhaven is not to "send retirees back into the job market, but to bring them personal enrichment." They can work toward a degree or they can merely audit courses, but they are expected to read course materials and participate in discussions. Classes number twenty or fewer people. They pay full price for lodging; they may cook or buy meals in the dining hall; if they are over sixty and not taking credit courses, they can have tuition waived on the first ten hours each quarter.

Some elderly students come from long distances to participate in the Fairhaven program. Wyatt Nealy and his wife, Lorraine, had been "bored" for four years before they registered at Fairhaven. Nealy "missed the challenge of his managerial job at Oaklite Products, in Berkeley Heights, NJ." A year ago they read about Fairhaven, applied and were accepted. A day later they sold their home and moved "sight unseen" to the campus. "We felt wonderful, like a kid with a new toy," said Nealy, who had a 1934 degree from Syracuse University. Lorraine Nealy, who, because of the depression of the 1930's, had not been able to go to college, said it was "the greatest thing I've ever done in my life."

C.N. and Alice Nelson are now in their fourth year at Fairhaven. Nelson had felt "'restless' after retiring in 1971 as president of a 500-student junior college, the Bottineau branch of North Dakota State University. 'I'm filling in gaps in my education, courses I never had a chance to take,' he said."

Catherine Morrison is working toward a bachelor's degree in psychology. She believes that the older students have "'a lot of answers to questions younger students are asking.'" Along with taking classes for her degree, she has also taken classes in belly dancing and in making objects of stained glass. Muriel Plante manager of the dormitory where the elderly students live, is also taking classes. She said, "'This is not a retirement home. Our concept is that we're aging from the time we're born to the time we die. It's not frightening. WE SHOULD LIVE THE END OF OUR LIVES AS WELL AS THE BEGINNING.'" (Emphasis mine--as Professor Emeritus, I think Plante said "a mouthful").

The move to bring in older students began in 1973, when enrollment was dropping; a resident hall was remodeled into apartments to provide some housing for them. Now enrollment is up and the university has a housing shortage, but the old students will stay.

Fairhaven officials quickly discovered the older students bring a new dimension to education. 'It closes the gap between book learning and direct experience,' Dr. Rich said. 'It's a far more realistic classroom, whether dealing with literature or parenting.'

Younger students apparently like the extended-family approach. 'A lot of younger people like to have an older person to talk to,' Mrs. Plante said. They'll say, 'It's so much easier to talk to you than to my own mother.' Mrs. Nealy said: 'The young students come to our apartment. Last Christmas they even brought us presents.'

Dr. Rich said that at times, 'I'll have to inspire the older students to make them realize that they have abilities and can learn. In my office they may be self-depreciating and say "I'm too dumb to learn that." Later they'll come back and say, "This has been the best year in 40 years of my life. I've got friends, it's a rebirth. Wow!"'

College Should Be Licensed-- to Assure Minimum Standards

At its annual meeting, held recently in Seattle, the Education Commission of the States declared that all states "should seek to eliminate fraudulent and ineffective educational programs through mandatory state licensing" of all post-high-school institutions. *Standards should be high enough to assure the citizens and state and federal governments that all programs provide students a legitimate educational opportunity.*

Barry Mitzman's brief report of the annual meeting of ECS appears in *The Chronicle of Higher Education*, September 4, 1979, p. 7. The report states that thirty-six states license degree-granting institutions now, but that "enforcement varies, and many states rely on voluntary accrediting agencies to establish minimum standards."

The commission said states should require institutions to demonstrate fiscal stability, to show that they 'can actually provide an educational program at an acceptable level,' and to provide 'clear, accurate, and complete information' enabling students to judge whether the institution will meet their needs.

The licensing standards should also be applied to courses offered off-campus and out-of-state, with the latter licensed by the state in which the courses are offered.

More than 400 educators and public officials attended the three-day E.C.S. meeting, which focused on the states' role in improving the quality of education. An association of 47 states, American Samoa, Puerto Rico, and the Virgin Islands, the commission is an influential spokesman for state interests in education.

Anticipated Enrollment Decline Has Not Yet Begun

(And Financial Support Keeping Pace with Inflation)

Jack Magarrell reports in *The Chronicle of Higher Education*, (September 4, pp. 1, 14) that "Despite widespread apprehension about falling enrollments and rising inflation," American higher education in general is "in a holding pattern for the new academic year." According to Magarrell:

Total college enrollment this fall is expected to reamin at about last year's level. The federal government's National Center for Education Statistics projects an increase of 1 per cent. Although the number of Americans in the 18-to-24 age group is expected to drop 13 per cent by 1990, the decline has not yet begun.

Increases in financial support for higher education generally appear to be keeping up with inflation.

State appropriations for higher education in 38 states are up an average of 21 per cent in two years. Private support for colleges and universities has risen 26 per cent in the latest two-year period reported. Over the two-year period ending July 31, consumer prices rose 20 per cent.

The inflation rate has accelerated, however, to an annual rate of 13.5 per cent since January, and campuses have yet to feel the full impact of this year's large increases in fuel prices.

The projection of a one-per-cent increase in enrollment is based almost entirely on continuing growth of the eighteen-to twenty-four population group.

This may be the peak year for the number of 18-year-olds in the U.S. population. The Census Bureau estimates there are nearly 4.3-million 18-year-olds in the population this year. The number will drop in each of the following years through 1986, when there will be only about 3.5 million 18-year-olds, a fall of about 18 per cent in seven years.

The eighteen through twenty-four group will continue to grow, according to projections, from 29.3 million to 29.5 million in 1981. But by 1996 it is expected to drop 22.5 per cent to a low of 22.9 million.

Two factors that tend to hold down enrollment have been reported:

Large numbers of veterans are losing eligibility for education benefits.

A high percentage of applications for Basic Educational Opportunity Grants are being rejected.

The net loss of eligible veterans for the year ending September 30, 1979, is expected to be 478,000, and for a year later 555,000. In 1975-76 veteran enrollment was over 1,913, 356; but by 1977-78 it had dropped 44 per cent--to 1,070,605.

A report from the American Association of State College and Universities blames last year's enrollment decline primarily on stepped-up rejection of applications for Basic Educational Opportunity Grants.

In an attempt to reduce fraud in the student-grant program, the U.S. Office of Education used computers last year and again this year to screen applications. Many of the rejections, it turned out, were based on clerical errors made in filling out the forms.

The rejection rate doubled in 1978--to 40 per cent, compared with 20 per cent in 1977. This year, the rejection rate is about 30 per cent.

The association's report said the enrollment reduction caused by rejected grant applications hit particularly hard at traditionally-black colleges and at public, urban institutions that enroll disproportionately large numbers of students from low-income families.

Colleges and universities have helped meet rising costs by holding faculty salary increases below the rate of inflation. For 1979-80, according to AAUP, average faculty salaries have increased six per cent from last year--less than half the current rate of increase in the cost of living.

However, state appropriations for higher education have, in general, kept pace with inflation.

M.M. Chambers of Illinois State University this month released his tabulation of ap-

propriations of state funds for higher education in 38 of the 50 states. The average increase for 1979-80 over appropriations by the same states two years ago is 21 per cent, he said.

The two-year increase reported by Mr. Chambers for 1978-79 over 1976-77 was 22 per cent. A year earlier the comparable figure was 20 per cent.

Also, voluntary support for higher education has been increasing, according to The Council for Financial Aid to Education. For the year 1977-78 it was up by 13.9 per cent from the pervious year. The Council, which conducts a yearly survey, said,

the estimated total of $3-billion in voluntary support in 1977-78 represented a two-year increase of 26 per cent and a four-year jump of more than 40 per cent.

Student fees, which provide more than a third of the income at private institutions, have risen an average of 10.4 per cent this year--to $2,923. But at public institutions, where tuition accounts for about 13 per cent of revenues, average rates are up an average of 4.5 per cent, to $680 for in-state students. These figures are provided by the College Scholarship Service, which also reports that board-and-room rates this year will be up 24.7 per cent to $1,791 at public institutions and 14.2 per cent to $1,754 at private institutions.

Despite these increases, on-campus residence halls are generally filled to capacity, largely because of "even greater increases" in costs of off-campus living.

A New Approach

Virginia Polytechnic Institute and State University is providing each of its 4,000 freshmen a six-month subscription to *Atlantic Monthly* in an effort to expose them to good writing they will want to read outside of the classroom. The university said "an elaborate feedback system" is being established to evaluate the project and to determine if it will be continued.

You are invited: I am keenly aware of the limited sources I use for these summaries each quarter, and invite readers to send articles, news stories, whatever, to me for consideration. References to sources I might use in the library would be of little use to me, for I would have to work with paper and pencil; in my office I can work with typewriter, scissors, and scotch tape. Copies would serve well. I reserve the right to use or not to use, but would express in advance my deep appreciation for such assistance. Thank you. H.G.

THE ACA
PRESENT AND
PAST OFFICERS

Presidents

1980 - Richard Rieke, University of Utah
1979 - Patti P. Gillespie, University of South Carolina
1978 - William E. Arnold, Arizona State University
1977 - Robert C. Jeffrey, University of Texas, Austin
1976 - Anita Taylor, Florissant Valley Community College
1975 - James H. McBath, University of Southern California
1974 - Halbert E. Gulley, Northern Illinois University
1973 - Robley D. Rhine, University of Colorado, Denver
1972 - Ernest E. Ettlich, Washington State University

Vice Presidents

1980 - John Sullivan, University of Virginia
1979 - Richard Rieke, University of Utah
1978 - Patti P. Gillespie, University of South Carolina
1977 - Patti P. Gillespie, University of South Carolina
1976 - William E. Arnold, Arizona State University
1975 - Anita Taylor, Florissant Valley Community College
1974 - Anita Taylor, Florissant Valley Community College
1973 - L. LeRoy Cowperthwaite, Kent State University
1972 - Robley D. Rhine, University of Colorado, Denver

Executive Committees

1980 - Judy Goldberg, Arapahoe Community College
Jon Hall, University of Northern Iowa
John L. Jellicorse, University of North Carolina, Greensboro
Lorayne W. Lester, University of Tennessee, Knoxville
Jack Matthews, University of Pittsburgh
Barbara O'Connor, California State University, Sacramento
Richard Rieke, University of Utah
John Sullivan, University of Virginia
Roy V. Wood, Northwestern University

1979 - Patti P. Gillespie, University of South Carolina
Jon Hall, University of Northern Iowa
Jack Matthews, University of Pittsburgh
Barbara O'Connor, California State University, Sacramento
Richard Rieke, University of Utah
John Sullivan, University of Virginia
Gary B. Wilson, Pacific Lutheran University
Darlyn R. Wolvin, Prince George's Community College
Roy V. Wood, Northwestern University

1978 - William E. Arnold, Arizona State University
Dwight L. Freshley, University of Georgia
Patti P. Gillespie, University of South Carolina
Roger E. Nebergall, University of Illinois, Urbana
Barbara O'Connor, California State University, Sacramento
Richard Rieke, University of Utah
Gary B. Wilson, Pacific Lutheran University
Darlyn R. Wolvin, Prince George's Community College
Roy V. Wood, Northwestern University

1977 - William E. Arnold, Arizona State University
Dwight L. Freshley, University of Georgia
Patti P. Gillespie, University of South Carolina
Alvin A. Goldberg, University of Denver
Robert C. Jeffrey, University of Texas, Austin
Roger E. Nebergall, University of Illinois, Urbana
Lorene Nichols, Longview Community College
Gary B. Wilson, Pacific Lutheran University
Darlyn R. Wolvin, Prince George's Community College

1976 - William E. Arnold, Arizona State University
Gladys I. Forde, Fisk University
Dwight L. Freshley, University of Georgia
Alvin A. Goldberg, University of Denver
Robert C. Jeffrey, University of Texas, Austin
Roger E. Nebergall, University of Illinois, Urbana
Lorene Nichols, Longview Community College
Anita Taylor, Florissant Valley Community College

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1973 - L. LeRoy Cowperthwaite, Kent State University
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Halbert E. Gulley, Northern Illinois University
William Ickes, Texas Tech University
James H. McBath, University of Southern California
Robley D. Rhine, University of Colorado, Denver

1972 - Joseph Batcheller, University of New Hampshire
L. LeRoy Cowperthwaite, Kent State University
Ernest E. Ettlich, Washington State University
William Ickes, Texas Tech University
Robley D. Rhine, University of Colorado, Denver
Clifford E. White, Northern Arizona University

ACA Representative to the SCA Legislative Council

Barbara O'Connor, California State University, 1978-1980
Alvin A. Goldberg, University of Denver, 1975-1977

Bulletin Editorial Board

Eldon E. Baker, University of Montana
Patti P. Gillespie, University of South Carolina
Robert C. Jeffrey, University of Texas, Austin
Anita Taylor, George Mason University
Robert O. Weiss, De Pauw University

James E. Roever, Book Review Editor, SUNY College, New Paltz

1981 Candidates For Executive Committee

At its meeting in San Antonio in November, 1979, the Executive Committee approved the following candidates for the three positions which will become vacant on January 1, 1981. The persons retiring from the Committee in December are Barbara O'Connor, Richard Rieke and Roy Wood. The nominating procedures are in accordance with Article VIII of the ACA Constitution. The Constitution also allows the membership to nominate individuals by petition for any of the three vacancies.

POSITION I

Samuel E. Becker

Samuel L. Becker has been on the faculty of the Department of Speech and Dramatic Art at the University of Iowa since 1950. He was head of the department's division of broadcasting and film from 1955 to 1968 and has chaired the department since 1968. He has served as visiting professor at the University of Wisconsin and as Fulbright professor at the University of Nottingham (United Kingdom). He has been a consultant or on a review team for departments in about twenty colleges and universities. He was president of SCA in 1974, editor of *Speech Monographs* from 1969-71, and associate editor at various times of *Speech Monographs*, *Central States Speech Journal*, *Educational Broadcasting Review*, and the *Journal of Broadcasting*. He has written about mass communication, speech, rhetoric, theatre, and research methods.

Statement of Objectives

My objective, if elected to the executive committee, would be to continue and, where possible, improve the sorts of activities which now characterize the ACA: collecting and disseminating data and ideas which can be useful to departmental executive officers, providing opportunities for the fruitful exchange of ideas among members, organizing programs and workshops which can improve the administrative skills and sophistication of members, and serving as a pressure group in those instances where pressures on institutions and government agencies might further the status or well-being of the field.

James Golden

James Golden is Professor and Chairman of the Department of Communication at Ohio State University. Prior to joining the faculty at O.S.U. in 1966, he taught at colleges in Maryland, Massachusetts, Virginia, California, Illinois, and Ohio. From 1958-1965, he served as Chairman of the Department of Speech and Director of the Division of Language and Literature at Muskingum College. He is the author of more than thirty articles, and co-author of the following books: *The Rhetoric of Blair, Campbell, and Whately* (1968, 1980); *The Rhetoric of Black Americans* (1971); and *The Rhetoric of Western Thought* (1976, 1978). He also has served as Associate Editor of the *Central States Communication Journal* and the *Quarterly Journal of Speech*; and as a member of the SCA Legislative Assembly, the SCA Nominating Committee, and the SCA Membership Committee.

Statement of Objectives

As we enter the decade of the 1980's, three major problems will confront departments of communication in particular and the field of communication in general. These problems may be summarized as follows: (1) declining enrollments on the undergraduate and graduate level; (2) severe budgetary constraints; and (3) inadequate faculty participation in state, regional and national associations. As a member of the ACA Executive Committee, I would devote my energies to the challenge of devising strategies to help departments cope with these pressing problems.

POSITION II

Robert S. Brubaker

Robert S. Brubaker, Professor and Head of Speech Communication, The Pennsylvania State University. His Ph.D. was awarded in 1952 from the University of Illinois where he was a Graduate School Fellow. In speech science, Professor Brubaker has published a number of articles in acoustical and experimental phonetics.

Statement of Objectives

The pressures of declining enrollments and decreasing funds pose a threat to all colleges and universities. However, speech communication is better prepared than other disciplines not only to survive but to prosper in the face of these forces. Our strength is that we offer both applied and theoretical bases for dealing with the in-

Theodore Clevenger, Jr.

Theodore Clevenger, Jr. is Dean of the College of Communication at The Florida State University. He was educated in the public schools of Kansas City, Kansas, attended Phillips University and Baylor University where he earned the B.A. in 1951 and the M.A. in 1952. He received the Ph.D. from Florida State University in 1958. He taught at Henderson State University in Arkansas (1953-54), the University of Illinois, Urbana (1957-59), University of Wisconsin, Madison (1959-62), University of Pittsburgh (1962-65), and University of Texas (1965-67), with Summer appointments at San Jose State (1967) and UCLA (1964). He was Distinguished Visiting Professor of the Year at the University of Nebraska, Omaha in 1970. He was Editor of the *Journal of Communication* 1965-68 and President of Speech Communication Association teractions which most occur when people come together to work or socialize. There is no human endeavor in which speech communication does not play a significant role. Our objective must be to demonstrate the utility of speech communication to all in our service courses and the value of our majors in human affairs. To borrow from Matthew "The tree is known by his fruit". To paraphrase Matthew, As the tree is known by its fruit, so shall we be known by ours.

in 1972.

Statement of Objectives

ACA's program during the immediate future should recognize the primacy of change and the need for information relevant to the problems and opportunities facing programs, departments, schools and colleges of Communication in the full range of their diversity.

The Association should continue to give strong support and encouragement to the work of the Evaluation Task Force. It should be encouraged to emphasize exploration of standards and criteria for program evaluation in Communication.

Consideration should be given to establishing a Task Force or Commission on the Future that would generate a likely scenario for immediate, intermediate and long-term futures as they impact on communication education. If challenged annually and updated periodically such scenaria could provide useful input to program planners, anticipating emerging needs and opportunities.

The Association should explore the possible need for more information arising out of the concerns of programs of differing type and size. Should different needs for information and support systems be apparent, the Association might consider creating special interest groups to focus some attention on the special concerns of its various constituencies such as community college programs, undergraduate-only programs, doctoral programs, College of Communication, etc. Separatism should not be encouraged, but legitimate differences in needs for some specialized information and discussion of parochial issues should be recognized and supported.

POSITION III

Stephen M. Archer

Chairperson and Professor, Department of Speech and Dramatic Art, University of Missouri-Columbia. B.A., B.S. in Education, 1957; M.S., 1958 from Emporia State University; Ph.D., 1964, Illinois. Teaching experience includes Kearney State (Nebraska), Southern Illinois University at Edwardsville, University of Missouri-Columbia.

Member Association for Communication Administrators, Speech Communication Association, American Theatre Association, Central States Speech Association, Speech and Theatre Association of Missouri, American Society for Theatre Research, Theatre Library Association, Missouri Playwrights Association.

Author of *How Theatre Happens* (Macmillan, 1978), reviews and articles in *Theatre Journal*, *Players*, *Central States Speech Journal*, *Dramatics*. Currently completing a book-length annotated bibliography of U.S. actors and actresses for Gale Research Company.

Former Director of Theatre, Director of Graduate Studies, Graduate Faculty Senator, UMC. Former Regional Director (Illinois and Wisconsin), American College Theatre Festival.

Statement of Objectives

The reductions and retrenchments within

Gregory Kunesh

Gregory D. Kunesh presently serves as associate professor and interm director of the School of Drama at the University of Oklahoma with primary teaching responsibilities in drama education. Previous experience includes an assistant professorship with the Department of Communication and director of the Bureau of Communication Services and Research at the University of Colorado, and instructor in the Department of Speech and Theatre at Central Missouri State University. Kunesh served as chair of the Colorado Drama and Speech Association and was president of the Oklahoma Theatre Association. He has most recently been active with the Southwest Theatre Conference, the model program of the Oklahoma Arts & Education project in the Oklahoma Summer Arts Institute. Kunesh also is active in faculty governance and is chair-elect of the University of Oklahoma Faculty Senate. He was selected by the American Council on Education to serve as "Faculty" representative to their national leadership workshop on Faculty Handbook Composition last spring. Kunesh received his Ph.D. from the University of Missouri, Columbia; his M.A. from Central Missouri State College, and his B.A. from Northern Michigan University.

our discipline for the 1980's has already begun. The ACA can serve the profession by stimulating administration training seminars for new departmental administrators as well as in-service workshops. Humanistic values must be fostered and retained as we increase the efficiency with which we pursue our various goals.

Our Communicative expertise must be applied to our own internal problems as well as to outside agencies. As Chairperson to a department containing speech communication, theatre, pathology-audiology, and radio-television-film, I see daily the need for greater communication facilitation within our own ranks. Only then can we hope to take leadership in the academic community.

Statement of Objectives

Having served in a wide range of college and departmental structures at four different institutions, I believe I am sensitive to many of the diverse problems facing theatre and communication in higher education. While an executive committee member is primarily to serve the priority needs of the organization, the area I am most concerned with is the establishment of credibility and accountability with the "power structures" outside our disciplines--indeed, outside the university community.

Minutes
# of the Executive Committee Meeting
Knoxville, Tennessee
February 1 and 2, 1980

Friday, February 1, 1980

The meeting of the Executive Committee was called to order at 9:30 a.m. by President Richard Rieke. All members of the Committee were present.

President Rieke called for an ordering of the agenda. By consensus the agenda was accepted as presented.

Item A was a recommendation offered to the Committee that it endorse a moratorium on new graduate programs. After a lengthy discussion O'Connor moved and Goldberg seconded that "The ACA Commission on Departmental Data gather information about the state of the field and make that information available to persons approved for the Consultant Service and to departments requesting support for new programs." The motion PASSED.

Item B asked the ACA to encourage departments to provide non-academic career counseling. After a short discussion the Committee voiced the opinion that no action should be taken since the SCA Task Force on Career Opportunities was working in the area.

Item C suggested that the ACA call for the development of non-academic curricula. Again, the Committee took note of the the work of the SCA Task Force and indicated its approval of the Task Force goals.

Item D concerned a request that the ACA develop a post-doctoral training program. Jellicorse asked that the topic be considered as part of Item I. The suggestion was accepted by consensus.

Items E and F also dealt with post-doctoral training. The items were referred to the Committee on Faculty Development for consideration and advice.

Item G was a resolution passed by the SCA that "the ACA encourage academic departments to spend more time considering the ethical dimensions of their programs." After careful consideration of the entire proposal, Wood moved and C'Connor seconded that "The President appoint a Committee on Ethics to (a) consider ethical questions in administration and (b) prepare a report for a permanent column in the *Bulletin* in which complaints could be aired and then advice offered." The motion PASSED.

Item H was a request by Hall asking the Committee to establish a policy for responding to funding requests. Matthews moved and Wood seconded that "the Staff Coordinator respond to funding requests by asking that (a) the results of a pilot study be submitted with each request and that (b) the Committee will consider all requests at its regular meetings." The motion PASSED.

Item I dealt with information on faculty exchanges operated by other organizations. After some discussion of the legal problems involved in faculty exchanges, O'Connor moved and Matthews seconded that "The ACA establish a Clearinghouse on Exchanges both national and international; that post-doctoral programs be included; and a standardized form would have to be submitted by an individual registering with the Clearinghouse." The motion PASSED. The Committee asked that the following information be on the form: courses taught, evaluation of teaching (if available), current research projects, and any legal implications the person might face. President Rieke asked O'Connor and Jellicorse to assist Hall in preparing the form.

Lester asked that Item DD be considered in view of the importance of the request. The Committee agreed. Item DD was a request for the ACA to gather specific demographic information about women and minorities for use in affirmative action reporting. O'Connor moved and Lester seconded that "The request be referred to the Commission on Departmental Data for implimentation this spring; that the information then be collected annually; and that funding be made available on request by the Commission." The motion PASSED. Wood suggested that the SCA could collect much of the information on its Directory form. Rieke agreed and stated he would contact SCA President Sillars about (a) expanding the SCA Directory information data bank and (b) adding affirmative action information to the Directory form.

Item J concerned the status of the careers brochure. Hall reported that the brochure was in its fourth printing and that large orders were continuing to arrive in the National Office. The Committee as a whole made minor revisions in the text and then approved reprinting the careers brochure a fifth time after the National Office moved.

Item K dealt with department chair training programs offered by the ACE and the AAC. By concensus the Committee agreed that Hall should contact both associations offering ACA assistance whenever possible or needed.

Item L was a request by Sullivan that the Committee review the Graduate Record Examination Apptitude Test Scores recorded for students in the speech communication arts and sciences. After a lengthy discussion the Committee indicated it viewed with alarm the low scores reported for the period 1974-77 and 1977-79. However, the Committee felt there was no action it could take except to call the scores to the attention of departments.

Item M was the report from the Task Force on Theatre Administration. The Committee applauded the Task Force and its chair, Terry Williams. It encouraged the Task Force to present policy statements to the Business meeting at the New York convention.

Item N was a request from Hall for authorization to fund a reprinting of the Consultant brochure. Wood moved and Matthews seconded that "the consultant's service fee be raised to $150 per day plus expenses for each consultant invited to a campus." The motion PASSED. Funds were authorized for a reprinting of the brochure as amended.

A discussion of the Consultant Service then ensued. In order to establish a policy for inclusion in the Service, O'Connor moved and Jellicorse seconded that:

"(a) the President appoint a Committee on the Consultant Service;
(b) an announcement be published that applications were being accepted;
(c) all previous approved consultants would be reevaluated along with all new applicants;
(d) selection would have to be by unanimous consent of the Committee on the Consultant Service;
(e) all applicants would have to complete the standard form;
(f) the Committee would evaluate applicants each year;
(g) the President would notify those selected and those denied approval."

The Motion PASSED.

Since the Department of Speech and Theatre at the University of Tennessee had arranged a reception for the administrative officers of the College of Liberal Arts, the College of Communication, the University and the Executive Committee, President Rieke recessed the meeting at 5:00 p.m.

Saturday, February 2, 1980

President Rieke reconvened the Committee at 10:25 a.m. All members of the Committee were present.

President Rieke resumed consideration of the agenda.

Item O reviewed an evaluation and assessment projected started by the Southern Regional Education Board. The SREB had requested the SSCA to consider continuing the project with the possible assistance of the ACA. Sullivan suggested that the Committee take no action at this time.

Item P were the recommendations to the ACA generated by the 1979 Annual Seminar on Assessment of Programs. The Committee took note of the recommendations and asked Rieke to direct the Task Force on Departmental Evaluation to proceed with its work. The Committee also asked Hall to contact ACA members soliciting the self-study materials each prepared for a review. It was felt having these studies available would be useful as guides for departments beginning the self-study process.

Item Q required the Committee to review its policy on endorsement of questionnaires. The Committee reaffirmed its existing policy. Wood moved and Jon Hall seconded that "The ACA does not officially endorse student research projects except as they may add to the ACA data pool. Any student proposal seeking ACA endorsement should be submitted by the student's research director." The motion PASSED.

Item R reached the agenda as a by-product of the Consultant Service. Two requests were received to provide lists of persons approved by the ACA to evaluate individual faculty members. A heated discussion ensued on the legality of ACA involvement and on the ethics of such involvement. Wood moved and O'Connor seconded that "The Policy of the ACA shall be to supply through the Consultant Service a panel to judge the due process of promotion, retention, and tenure cases but the ACA panel would not judge substantive questions of an individual's merit for promotion, retention, or tenure. Subject matter evaluations should be referred to other groups." The motion PASSED.

Item S was the report from the SCA Action Caucus on Curricular Implications for a Changing Job Market. The Committee reviewed the twenty-two recommendations. It was the Committees' feeling that implementation was being accomplished by the SCA Task Force on Career Opportunities. No action was taken.

Item T was a report by President Rieke of the affiliation of the ACA with the Association of American Colleges. Rieke attended the AAC national convention in Phoenix where he met with AAC President Curtis. Although the full effect of the affiliate status was not yet clear, Rieke felt the affiliation should continue.

Item U. The Committee recommended that Rieke and Hall prepare the 1980-81 budget after reviewing the second quarter report for 1979-80. Once the new budget is prepared, it is to be circulated to the Committee for approval.

Item V was a proposal from SCA concerning the sale of ACA publications. Goldberg moved and Lester seconded the motion that "The current policy concerning the sale of ACA publications by SCA be continued." The motion PASSED.

Item W called for consideration of a topic for the 1980 Annual Seminar. Rieke read a letter from SCA First Vice President Taylor presenting a proposal that the Seminar deal with departmental public relations. After some discussion the Committee rejected the proposal. The Committee then recommended that the President consider the subject of internships. The President accepted the recommendation.

Item X was a report by Vice President Sullivan on the status of the 1980 convention programs. Sullivan stated that four topics were being considered: (1) The GRE and the Profession, (2) Learning Centers co-sponsored with the AAC, (3) Problems in Theatre Administration, and (4) The Management of Departments. Suggestions from the Committee included programs on (1) private funding agencies, (2) issues in departmental administration, and (3) a double program on the evaluation of non-traditional material in tenure and retention reviews. Sullivan accepted the suggestions, indicating he would seek out chairs and participants.

Item Y was a report by Sullivan on the status of ACA programs at the 1981 regional conventions. Sullivan informed the Committee that he had asked the following ACA members to arrange the programs:

SSCA - Randall Capps
WSCA - Ronald Applbaum
CSSA - Robert Dick

The Committee accepted the report.

Item Z concerned a review of the personnel on all ACA Commissions, Task Forces and Committees. Those rosters are appended.

Item AA was a request from the President to review all articles published in the Bulletin dealing with the employment of speech communication students. No action was taken but the Committee noted the importance of such studies.

Item BB, raised by SCA Second Vice President Dance, concerned ACA's membership requirements in view of its affiliate status with the SCA. After considerable discussion, O'Connor moved and Wood seconded that "The ACA inform the SCA through its President, Malcolm Sillars, that the question of ACA membership requirements were considered and discussed at length but that the ACA saw no problem between its membership requirements and the continued affiliation with the SCA." The motion PASSED.

Item CC was deleted since it had been dealt with in Item V.

Item EE was a request for a detailed study of salaries paid to faculty members in the communication arts and sciences. The Committee, by concensus, referred the request to the Commission on Departmental Data.

Item FF, presented by President Rieke concerned the problems of continuity and leadership within the Executive Committee. After the point was thoroughly discussed, the Committee voiced its opinion that such problems would not arise provided the Committee met as scheduled twice each year: once at the convention and once during the late winter period. Cancelation of Committee meetings should occur only in periods of financial stress.

Item GG resulted from meeting problems encountered by the Committee at the convention. By unanimous consent, the Committee approved the following 1980 convention schedule:

Executive Committee, November 12, 1980
10:00 a.m - 2:00 p.m.

Annual Seminar, November 13, 1980
9:00 a.m.- 5:00 p.m.

Business Meeting, November 15, 1980
3:30 p.m.- 5:10 p.m.

Under new business, the Committee asked (1) the Staff Coordinator to explore the feasibility of having a general meeting of departmental administrator associations for the purpose of exploring areas of mutual concern and possible cooperation; and (2) the Commission on Departmental Data to gather information on department names and within which administrative units the departments resided.

By unanimous consent the Committee commended Lorayne Lester for the splendid hospitality offered and the exceptional arrangements made for the Committee meetings.

There being no further business, President Rieke declared the meeting adjourned at 2:20 p.m.

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PRESIDENTIAL NOTES

Richard Rieke

In her Presidential Notes of August, 1979, Patti Gillespie lamented the pressures toward "management" and away from "faculty" thinking being directed toward departmental administrators. She concluded that we should not overlook the importance of asking what are we trying to do, are we doing it well, and is it worth doing. Of course she is correct. One rule of thumb I follow is this: when the chairperson spends most of the time thinking about student credit hours, full time equivalents, and the legislative support of budgets, it is time to get out of the job. Scheduling, purchasing, personnel decision making and the like are management processes that can easily distract us from thinking about the substantive issues of doing what we should be doing as educators, and doing it well.

Let's not fall into a trap, however, of seeing management and faculty thinking as antagonistic. In fact, my thesis is to the contrary. We often fail to take advantage of management data that are available which help answer the substantive questions involved in educating. We may know what courses we are teaching, how many faculty are involved in how many sections, working with how many students. But do we know who the students are, where they come from, what their background and interests are, how well they have done in other educational experiences, where they intend to go, where they in fact go, and what they do when they get there? And, getting more to the point, when they get there and do well (or poorly) what role, if any did their experience in our courses play?

Some management thinking needs to go into the curriculum development processes, for example. Often, our curriculum is a collection of courses that have been offered for years, courses that reflect the particular interests of individual faculty members, courses that are fashionable in the field, and courses that provide a service for other units in our institution. These are not necessarily bad criteria, but they probably should be supported by other considerations, particularly those coming from students and the world at large. Without suggesting that we should simply give the students and the world what they want without regard to sound intellectual considerations, it makes sense to take them into account.

Management data, probably now available in some parts of the institution's record system, could be useful in evaluating curriculum. Beyond required sequences, it might be enlightening to learn what actual programs your majors have developed over the past few years. What combinations of courses have been selected by the students? To what extent do they suggest new groupings of classes that might be communicated to other students to mutual advantage? Are there courses for which there seems to be no identifiable constituency? Are some courses filling regularly with students with highly divergent backgrounds while others consistently attract a homogeneous population? Can that homogeneous population be characterized and then translated into programs that would better reflect student and world needs without doing violence to academic standards? Might it be wise to shift some of the teaching/administrative resources currently devoted to courses with random demand to those with coherent demand? Are parts of the coherent population made up of non-majors who might decide to major in speech communication if they could see how the program was relevant to their interests?

A check with the registrar's records might show, for example, that many majors in business or political science were taking speech communication courses of a certain type. This might suggest a regrouping of established courses, and possibly the addition of some new ones, under the concepts of organizational communication, business communication, public communication. or political communication. When confronted with such options in place of the more traditional majors simply labeled "speech", or "public address," these students might see the value of such study as a major program rather than as allied studies. The results might be to increase significantly the number of majors in the department and accordingly the number of students taking specific classes.

On the other hand, courses drawing a random population might be operating at maximum with no likelihood of growth because there is no way to increase attraction except on a random basis. It might be sensible to reduce or even eliminate these specialty courses to allow for growth in areas with greater promise. Departmental resources might permit the maintenance of these courses while other development goes on, but if resources become scarce, administrators will already have data available on which to make priority decisions.

Consider another area worthy of some management thinking. Where do undergraduate majors go when they leave us and how well are they received by the world of work? We do not need to subscribe to an excessive professionalism or trade-school mentality to be concerned about the fate of our students. In a project for the ACA Commission on Departmental Data, William Arnold reported that our image of where our students go may be wide of the mark. Fifteen categories of work were provided on the survey, including such jobs as teaching, personnel, public relations, sales, the mass media, and advanced study, and of course many students did enter those fields. But remarkably, institutions keeping such records reported incredibly high numbers of graduates who entered none of those occupations or professions.

Our image of where our students go influences what courses we offer, how we teach those courses, how we advise the students, and generally our attitude about how speech communication serves the world. Even those who steadfastly avoid any thought of professionalism and concentrate instead on providing a good liberal education are influenced by their image of how the study of speech communication serves an educated citizenry. But if that image is warped or out of date, we may be doing a less effective job of educating.

Data on the eventual location of our students in society can be kept by individual departments, but the Arnold study found that only one-third of the departments surveyed keep it. Some management time spent in this direction can be worthwhile.

Look at one final area in which some management effort could yield valuable educational results. Most graduate programs use standardized tests as one element in the admissions process. The Graduate Record Examination is a popular one. If your graduate program has been using the GRE as a screening device for several years, you have available valuable data you may not be putting to full use. For example, to what extent do GRE scores correlate with success in your graduate program? If there is little or no relationship between high GRE scores and top accomplishment in your program, you should know it. It may tell you something about the GRE as a screening tool, and it may tell you something about your graduate program. In either event, you should know the relationship, and the data are sitting in your files.

How well is the field of speech communication doing in attracting the best students to its graduate programs? That answer is provided by data distributed by those who administer the GRE, at least in part. Looking at scores of incoming graduate students taking the GRE between October 1977 and October 1979 is quite an experience. GRE scores typically range between 200 and 800, so it is reasonable to look at the proportion of prospective graduate students who score 600 or above to find how well a discipline is doing in attracting the best. This must be done across the three dimensions of the GRE: Verbal, Quantitative, and analytical.

For purposes of comparison, look at the proportion of people scoring 600 or above in speech, communications, English, philosophy, psychology, sociology, social psychology, history, and law. How do you think speech and communications compare with the other fields?

The results are not encouraging. In the verbal dimensions, where those intending to major in speech should score well, our students had the lowest percentage reaching 600 or better of all the disciplines examined. Less than nine percent of our students reached or exceeded the 600 scores compared to fifty percent in English, fifty-three percent in philosophy, thirty percent in history, and twenty-three percent in psychology. Those entering communications did little better: seventeen percent fell into the 600 or above category.

In fact, students entering speech or communications placed fewer of their numbers in the 600 or above group on all three dimensions than did any of those entering the other disciplines. If we accept scores on the Graduate Record Examination as meaningful indicators of success as graduate students, the graduate students in our field simply do not include as many of the most promising people as do other related disciplines.

With this information on a national level, individual departments can examine their own students. How many of your students score 600 or better on the three dimensions of the GRE? How do your students compare with national data in speech, communications, and other disciplines you wish to compare with? Ultimately, we might be able to make better decisions about graduate student admissions, whether or not to set up quotas, and the extent to which students admitted can be expected to perform at the levels of excellence we desire.

To conclude, departmental administrators need not bury themselves in a mass of minute administrative details in order to exercise sound educational management. Information is available which will help those substantive decisions about what we are trying to do, whether we are doing it well, and if it is worth doing.

THE ACA BULLETIN

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